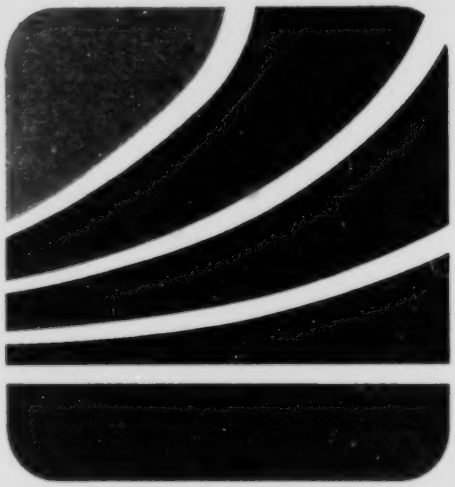
FOOD/BEVERAGE AND ACCOMMODATION



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Food/Beverage Server
CERTIFICATION STANDARDS

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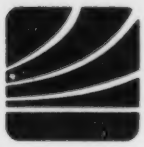

ALBERTA
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The council works in cooperation with:

Alberta Chamber of Commerce

Alberta Culinary Arts Foundation

Alberta Hotel Association

Alberta Restaurant and Foodservices Association

Motel Association of Alberta

Tourism Industry Association of Alberta

Alberta Tourism

Alberta Career Development and Employment

Alberta Advanced Education

Council of Presidents (Colleges and Technical Institutes)

Alberta Vocational Centres

Universities Coordinating Council

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▼ Introduction

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In Alberta, tourism is big business. Alberta's tourism/hospitality industry presently creates an estimated 100,000 full-time, part-time and seasonal jobs. By the year 2000, tourism has the potential to provide 220,000 jobs for Albertans.

This tremendous growth potential represents both an opportunity and a challenge.

The Alberta Tourism Education Council is responding to that challenge. We are working to put together a comprehensive network of education and training programs. We want to help those people, currently working in tourism, to expand their skills and move ahead in the industry. We also want to attract energetic and talented individuals to the many exciting and rewarding career opportunities in tourism.

One of the important initiatives we have undertaken is the development of individual certification standards for a wide range of tourism occupations. This province-wide system of certification is a major advance for Alberta's tourism/hospitality industry. It provides a special opportunity for us to work with our partners in education, government and industry. Certification, itself, provides individuals with the opportunity to demonstrate their skills, challenge an examination and receive an industry recognized certificate from the Alberta Tourism Education Council.

Certification will enable employees and employers to further their career development goals. Certification will also lead to an enhanced image of the career opportunities available within the tourism/hospitality industry.

If you would like more information on how you can benefit from these certification standards, please call or write:

Alberta Tourism Education Council
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▼ Standards

▼ What Are They?

Standards are points of reference from which measurements may be made. We often hear the question – "Does this person meet the industry standard?" Yet in many instances, we haven't exactly defined what "industry standard" means to the different people who work in the four major sectors of the tourism industry. Clearly, many very different perceptions of "industry standards" exist.

The mandate of the Training and Certification Committee of the Alberta Tourism Education Council is to bring together industry representatives, educators, government, and all stakeholders to help define these industry standards. The challenge this task presents is immense but what it represents is an exciting step toward the pooling of resources by all levels of the tourism industry.

▼ Why Do We Want To Define Standards?

For too long, people working within the tourism industry have been labelled as unskilled workers. The stereotype is far from the truth.

The time has come to generate greater public awareness of the variety and complexity of tourism occupations. As a major step in developing this new awareness, the Certification Program of the Alberta Tourism Education Council will provide opportunities for those within the industry to earn official credit for their educational and/or work experience.

By defining standards we help to increase awareness of the competencies required of professional members of the world's fastest growing industry.

▼ Who Will Benefit From Standards And How?

In the long run, everyone benefits from the defining, implementing and monitoring of performance in relation to predetermined industry standards. By maintaining or raising standards, local and visiting consumers benefit as well as those professionals who meet or exceed the standards. Some of the specific groups who can benefit from the development of standards are:

Employers/Owners

- ▼ Standards help to define areas where employees must be proficient. This helps with recruiting, training and development of staff members.
- ▼ Used as a checklist, standards help to ensure that all areas of the business, which are employee-driven, are being satisfied.
- ▼ As a basis for developing programs which lead to certification, standards provide employers with a more highly-trained work force.

Service Professionals
(individuals working within industry)

- ▼ Standards help to identify career paths.
- ▼ Service professionals benefit through an enhanced public image.
- ▼ Standards provide the basis for challenge, self improvement and advancement.
- ▼ Standards supply a framework for certification. Credit is earned on the basis of experiential and educational credibility.

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- With expectations more clearly defined, standards help to provide higher and more measurable levels of performance leading to enhanced individual self-concept.

Students

- Standards help students to visualize all career options in the tourism sector, leading to informed decisions regarding career paths in tourism.
- Standards will help to promote the tourism industry as a viable and fulfilling career choice.

Educators

- Standards provide the basis for the curriculum and program development necessary for certification from the Alberta Tourism Education Council.
- Awareness of the complexity of occupations within the tourism/hospitality industry is enhanced through establishing standards.
- Existing and future service professionals are provided with frameworks for enlightened and practical training programs.
- Educational expertise is channelled to the areas of industry where it is needed and applicable.

Where Do We Go From Here?

The Alberta Tourism Education Council has a mandate to facilitate the development of standards and certification for all occupational areas of: i) Food/Beverage ii) Accommodation iii) Tour and Travel iv) Attractions.

The standards presented in this booklet are for the occupation of Food/Beverage Server. Additional standards continue to be developed and validated, by industry, for every occupation in the food/beverage and accommodation area.

Soon, individuals from all sectors will be able to use the standards as a measure of performance in their chosen occupation.

How Do You Read These Standards?

It's actually very simple:

MAJOR CATEGORIES (indicated in margin)

indicate general skill areas within an occupation

SKILLS

are the abilities a service professional must have to do their job

Core Skills

are transferable to other occupations in the industry

Specific Skills

apply specifically to a stated occupation

KNOWLEDGE STANDARDS

specify what a service professional must know to be considered competent in a skill

Note: where reference is made to legislation, readers are expressly advised to consult the original legislation and to obtain further advice as required

PERFORMANCE STANDARDS

specify what a service professional must demonstrate to be considered competent in a skill

ATTITUDINAL STANDARDS

specify the attitudes a service professional must have to be considered competent in a skill

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The Alberta Tourism Education Council would like to recognize the following individuals and organizations for their expertise, time and energy without which the development of these standards would not have been possible.

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FOOD AND BEVERAGE SERVER STANDARDS

A. HUMAN RELATIONS

CORE	SPECIFIC	SKILL 1: STATE HUMAN RIGHTS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		1.1 state and abide by the code of conduct regarding the individual's right to accommodation and services customarily available to the public	●			state the relevant code of conduct as: a) no person shall deny to, or discriminate against, any person or class of persons, with respect to any accommodation services or facilities customarily available to the public, because of the race, religion, color, sex, physical disability, ancestry or place of origin of that person or class of persons or of any other person or class of persons b) a contravention of the act shall be deemed not to have occurred if the person who is alleged to have contravened the act shows that the alleged contravention was reasonable and justifiable in the circumstances
				●		abide by the code of conduct regarding individual's rights to accommodation and service
					●	abide by the code of conduct willingly
●		1.2 state the code of conduct regarding equal pay and sexual harassment	●			state the relevant code of conduct as: no employer shall: a) employ a female for any work at a rate of pay that is less than the rate of pay at which a male is employed by that employer for similar work in the same establishment b) employ a male for any work at a rate of pay that is less than the rate of pay at which a female is employed by that employer for similar work in the same establishment c) initiate, promote or allow sexual harassment to occur in the work environment

ALBERTA TOURISM EDUCATION COUNCIL

A. HUMAN RELATIONS

CORE	SPECIFIC	SKILL 2: OUTLINE HOUSE POLICY The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		2.1 outline and follow a typical house policy for complaints	●			outline a typical house policy for complaints as: a) all customer complaints, verbal or inferred, should be dealt with tactfully, courteously and not be ignored b) the supervisor should always be informed of complaints c) complaints, verbal or inferred, should be handled by or in conjunction with the supervisor
				●		follow the complaints policy
					●	follow the complaints policy willingly
●		2.2 outline and follow a typical lost-and-found house policy	●			outline policy as: a) found articles should be turned in to the supervisor immediately b) refer guests to the supervisor for lost items; do not indicate that items have been found c) the establishment is not responsible for lost items
				●		follow the lost-and-found policy set by the employer
					●	follow the lost-and-found policy willingly
●		2.3 outline and follow a typical policy regarding drycleaning-for-guests	●			outline a typical drycleaning-for-guests policy as: a) notify the supervisor immediately when a guest's clothing is soiled as a result of employee and\or establishment negligence b) where the guest's clothing is soiled as a result of employee and\or establishment negligence, the establishment will pay reasonable costs for the cleaning of the clothing c) the guest must present the drycleaning bill for reimbursement

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 2: OUTLINE HOUSE POLICY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		2.3 cont'd.		●		follow the drycleaning-for-guests house policy in the establishment of his\her employ.
					●	follow the drycleaning-for-guests policy willingly
●		2.4 identify and follow other types of house policies	●			identify other house policies as: a) off-duty visiting policy b) socializing policy c) personal telephone calls policy d) parcel inspection policy
				●		follow all house policies
					●	follow house policies willingly.

ALBERTA TOURISM EDUCATION COUNCIL

A. HUMAN RELATIONS

SKILL 3: CREATE POSITIVE IMPRESSIONS

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		3.1 demonstrate knowledge of key factors for creating a positive first impression	●			list and comply with appearance considerations such as: a) establishment cleanliness i) overall appearance ii) section cleanliness b) personal appearance i) personal hygiene and grooming ii) personal dress iii) posture/body language
				●		strive to maintain establishment and personal appearance at a high standard
					●	maintain appearance willingly
●		3.2 state the importance of promptly acknowledging guest's arrival	●			state the importance of promptness as: a) to ensure that the guest feels welcome b) to advise of delays
				●		be prompt in greeting and serving customers at all times
					●	cheerfully acknowledge guest's arrival/seating
●		3.3 list and follow the steps when greeting guest(s)	●			list the steps to follow when greeting guest: a) approach guest in a relaxed manner b) face guest and make eye contact c) speak clearly and properly d) use names or recognize repeat guest whenever possible e) be attentive f) smile g) be courteous
				●		follow the procedure for greeting guest
					●	be positive and friendly when greeting guest

SKILL 3: CREATE POSITIVE IMPRESSIONS

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		3.4 state and apply techniques for developing a positive relationship with guest	●			state techniques for developing a positive relationship with guest: a) being sincere b) asking open-ended questions c) making eye contact d) listening carefully
				●		apply techniques to develop positive guest relationships
					●	cheerfully employ the techniques

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A. HUMAN RELATIONS

CORE	SPECIFIC	SKILL 4: EXHIBIT PROFESSIONAL ATTITUDE The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		4.1 identify and exhibit professional attributes	●			identify professional attributes as those demonstrated by being: a) punctual b) willing to learn and take direction c) co-operative d) takes pride in work e) confident f) respectful and loyal g) friendly, cheerful and courteous h) honest i) enthusiastic j) practical and organized k) knowledgeable of trade l) open-minded m) good humored
				●		exhibit a professional attitude
					●	perform duties in a professional manner
●		4.2 list and carry server equipment	●			list food server's equipment as: a) pens/pencils b) paper pad/order pad c) well-maintained professional corkscrew d) cash float e) matches/lighter
				●		prepare for work with proper equipment
					●	be diligent in work preparation

CORE	SPECIFIC	SKILL 4: EXHIBIT PROFESSIONAL ATTITUDE	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		4.3 identify food service equipment to be maintained and follow maintenance procedures	●			identify equipment requiring maintenance as: a) coffee warmer b) coffee maker c) soft-drink dispenser d) bun warmer e) hot water dispenser f) ice machine g) cash register h) soup warmer i) blender/single post hand cup j) espresso coffee maker k) cooler l) freezer m) ice cream dispenser n) juice dispenser o) hot chocolate machine p) coffee grinder
				●		maintain equipment by: a) following manufacturer's instructions for routine cleaning and maintenance b) using equipment properly and only for intended function c) reporting damage or malfunction promptly to supervisor
					●	be diligent in maintaining equipment

ALBERTA TOURISM EDUCATION COUNCIL

A. HUMAN RELATIONS

SKILL 5: USE TEAM APPROACH

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		5.1 identify and fulfill requirements of teamwork	●			identify teamwork as: a) the needs of the customer come first b) foster respect for fellow staff c) override personal feelings d) help whenever possible e) share workload f) work calmly g) be empathetic h) respect chain of command i) comply with house policies j) accept constructive criticism k) be patient l) fulfill job description m) understand operation of other areas of establishment and be sensitive to pressures on individuals in those areas
				●		create and maintain a team spirit among co-workers
					●	cheerfully work as a team member
●		5.2 identify and respect the roles and responsibilities of common positions in the food and beverage industry	●			identify roles and responsibilities of common positions as: a) management i) general manager/manager oversees and is responsible for the entire operation ii) assistant manager/food and beverage manager is second-in-command and assumes general manager/manager duties as required b) front end i) maître d'hôtel is responsible for the operation of the dining room ii) host/ess is responsible for the front desk area iii) captain/food and beverage server is responsible for guest sections iv) busperson is responsible for section maintenance

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 5: USE TEAM APPROACH

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
						c) kitchen i) executive chef/chef is responsible for the operation of the kitchen ii) sous chef is second-in-command and assumes chef's duties as required iii) first cook is responsible for duties within a section iv) second cook is responsible for duties within a kitchen v) cook's helper/dishwasher is responsible for cleaning of wares and some food preparation d) bar i) bar manager is responsible for the operation of the bar ii) bartender is responsible for behind the bar and bar manager duties as required iii) bar porter is responsible for cleaning and stocking the bar and may bartend as required
				●		describe and respect the chain of command
					●	cheerfully respect the chain of command
●		5.3 outline and follow procedures for delegating responsibility	●			outline procedures as: a) follow chain of command b) delegate responsibility only to those capable of, or authorized to perform task c) be fair in delegating; do not monopolize the time of assistant d) do not place assistants in dangerous situations
				●		follow delegation procedures
					●	follow delegation procedures willingly

A. HUMAN RELATIONS

CORE	SPECIFIC	SKILL 6: RESPOND TO SPECIAL NEEDS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	6.1 identify and adapt service techniques when serving young children	●			identify techniques to serve young children as: a) offer a high-chair or booster seat and check that is clean and safely positioned b) offer something to occupy child while meal is being ordered/prepared (eg. large spoon to very young child, pencil and paper to an older child); always get approval of the item first from an adult responsible for the child c) check with adult regarding timing of meal d) adapt selling skills so as not to "sell" children on food and beverage choices; unless otherwise directed, obtain order from adult e) be aware of children's menu or smaller portions that may be available f) serve child's beverage order in unstemmed glassware in a size and filled to a level that will be manageable by the child; add a straw, if appropriate g) serve child's food order on normal sized plates but with smaller sizes of silverware (eg. coffee spoon, salad fork) h) ensure that very hot food items and/or plates are not within reach of child i) offer additional tableware if the child is sharing with someone else j) offer extra napkins and/or a clean, damp cloth k) ask adult to keep children at the table for their own safety, if child is in traffic areas or is disturbing other guests l) warm bottle carefully, in hot water, rather than a microwave, and shake well

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 6: RESPOND TO SPECIAL NEEDS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		6.1 cont'd.		●		adapt service techniques to accommodate young children and offer additional help as required
					●	willingly, cheerfully and professionally serve young children
	●	6.2 identify and adapt service techniques to serve clients with special needs (eg. elderly, physically challenged)	●			identify techniques to serve clients with special needs as: a) offer to assist with seating b) offer to assist with coat and/or packages c) communicate directly to guest whenever possible d) when serving a blind guest: i) speak quietly as approaching, explain activities as necessary ii) read menu and explain place setting iii) offer to obtain salad from salad bar and describe choices available iv) when placing food and/or beverages, explain their position by reference to clock positions (eg. meat is at six o'clock) v) offer arm to assist when walking vi) do not point when referring to a location vii) inform the guest when you leave the table viii) be prepared to count out guest's money and to aid with the check e) when serving a deaf guest: i) use basic gestures (pointing) ii) use a paper and pen to communicate as necessary iii) notify the guest as to your presence by a light touch to the shoulder iv) seat hearing impaired guests in quiet areas

A. HUMAN RELATIONS

CORE	SPECIFIC	SKILL 6: RESPOND TO SPECIAL NEEDS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		6.2 cont'd.				The participant will:
						v) speak slowly and clearly to hearing impaired guests
						vi) if guest's speech is incomprehensible, offer pencil and paper
						f) when serving a wheelchair user:
						i) allow guest to decide where comfort will be optimal; assist in transfer to restaurant chair, if desired
						ii) offer aid only if it appears necessary, so as not to insult guest
						iii) offer to obtain salad from salad bar for guest and describe available items
						iv) for guests with limited hand movement, offer to cut food
						g) when serving a mentally challenged guest:
						i) communicate directly with guest as much as possible
						ii) explain menu as necessary
						iii) if speech is incomprehensible, ask guest to point to menu items
						iv) offer pen and paper if motor movement is unimpaired
				●		effectively serve people with special needs
					●	serve those with special needs willingly

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 6: RESPOND TO SPECIAL NEEDS

CORE	SPECIFIC		KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	6.3 identify and implement techniques to serve single diners	●			identify techniques to serve single diners as: a) ensure diner is not seated in middle of room and has an interesting view whenever possible b) offer reading materials c) spend additional time with guest if appropriate and if time allows d) be courteous when leaving table
				●		serve single diners effectively
					●	serve single diners cheerfully
	●	6.4 identify and adapt serving techniques to serve guests with food allergies	●			identify serving techniques to serve guests with food allergies as: a) confirm identification of allergen(s) b) inform supervisor of allergy c) consult with kitchen management regarding presence of allergens d) inform guest of all food items containing allergens e) note allergy on order pad or guest check when placing order in kitchen f) confirm absence of allergen when picking up order
				●		follow techniques to serve allergic guests
					●	responsibly follow service techniques to allergic guests
	●	6.5 recognize and meet special requests		●		meet the requests of guests whenever possible
					●	willingly comply with requests of guests

A. HUMAN RELATIONS

CORE	SPECIFIC	SKILL 7: IDENTIFY PROBLEM SOLVING TECHNIQUES The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		7.1 identify and use techniques for handling customer complaints	●			identify techniques for handling customer complaints as: a) encourage valid complaints b) listen to details of complaint c) empathize d) restate complaint e) remain impartial f) ask open-ended questions g) collect all facts h) report to supervisor with full details i) resolve with customer's agreement
				●		follow techniques for handling customer complaints or follow house policy
					●	willingly follow techniques and house policy
●		7.2 identify and use effective listening skills	●			identify effective listening skills as: a) be attentive b) make frequent eye contact c) listen carefully d) ask relevant questions e) use own words to repeat customer's statement (paraphrase)
				●		demonstrate effective listening skills
					●	listen effectively and willingly

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 1: IDENTIFY FOOD REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		1.1 state the definition of a food handler	●			define a food handler as a person whose employment involves the receiving, storage, preparation and/or serving of food or handling of dishes and/or operation of food equipment
●		1.2 identify and follow Public Health Act regulations governing food handlers	●			identify the Public Health Act regulations governing food handlers as a food handler: a) is personally clean b) is free from infected sores, wounds and communicable diseases c) wears only clean clothing d) does not smoke or chew tobacco while on foodservice duty e) keeps hair effectively controlled or covered
				●		follow all food handler regulations
					●	follow regulations willingly
●		1.3 identify temperature control regulations for food	●			identify temperature control regulations for food as: a) perishable and potentially hazardous foods must be kept below 4°C or above 60°C at all times except during preparation, processing or serving b) frozen food must be kept at a temperature not warmer than -18°C
●		1.4 identify temperature requirements for mechanical dishwashers	●			identify temperature requirements for mechanical dishwashers as: a) wash water minimum 50°C b) rinse water minimum 82°C for 30 seconds or use of a chemical solution that meets manual dishwashing requirements

B. SAFE FOOD HANDLING

CORE	SPECIFIC	SKILL 2: SUMMARIZE HOUSE POLICY The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		2.1 a) describe and follow a typical house policy regarding smoking by foodservice workers	●			a) outline a typical house policy regarding smoking by food-service workers as: i) smoking is not permitted in any food preparation area or in any customer service area, or in view of customers ii) handwashing is required after smoking
		b) describe the necessity of a smoking policy				b) list the major functions of a smoking policy as: i) meeting requirements of food act regulations and preventing human food contamination ii) being courteous to co-workers and customers and maintaining a professional image
				●		adhere to the smoking policy of the establishment
					●	follow the policy willingly
●		2.2 a) define grooming policy	●			define grooming policy as: a) an employer's written standards for personal appearance and hygiene among employees
		b) state the objectives of a grooming policy				b) state the purpose of a grooming policy as: i) complying with regulations ii) meet customer expectations iii) project professional image
		c) describe and adhere to a typical grooming policy				c) list common points of a grooming policy as: i) natural looking clean skin ii) control of body odor iii) clean, controlled hair iv) proper oral hygiene v) clean underwear and hose vi) clean, pressed, well-maintained clothing/ uniform

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SKILL 2: SUMMARIZE HOUSE POLICY	CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
						The participant will:
2.2 cont'd.				●		adhere to the employer's grooming policy
					●	comply with grooming policy willingly

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B. SAFE FOOD HANDLING

SKILL 3: OUTLINE PERSONAL HYGIENE

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		3.1 a) describe the objectives of personal hygiene with respect to safe food handling	●			describe the objective of personal hygiene with respect to safe food handling as: a) to prevent the transmission of foodborne illnesses
		b) describe the necessity of personal hygiene				describe the necessity of personal hygiene as: b) the foodhandler is the most important link in the spreading of foodborne illnesses
		c) identify and practice good hygiene as required for safe food handling				c) describe the hygienic practices needed to break the transmission cycle as: i) practice good grooming ii) properly clean hands and fingernails iii) eliminate excess hand jewellery iv) be aware of personal habits
				●		the participant follows all hygiene practices with respect to safe food handling in the workplace
					●	the participant follows hygiene practices willingly

CORE	SPECIFIC	SKILL 4: DEFINE SAFE FOOD HANDLING TERMINOLOGY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		4.1 define the most common terms used in descriptions of safe food handling	●			define the most common terms used in descriptions of safe food handling as: a) cross-contamination: the transfer of harmful micro-organisms from one item of food to another by means of a non-food medium such as equipment or utensils b) disinfect: to render free from pathogens c) pathogens: disease producing micro-organisms d) food-borne infection: illness caused by ingestion of food containing infectious micro-organisms e) food-borne intoxication: illness caused by ingestion of food containing toxins produced by micro-organisms f) food-contact surface: any part of equipment or utensils with which food normally touches during preparation, storage, transportation or service g) food poisoning: illness caused by ingesting food that contains infectious micro-organisms, toxins or chemical poisons h) micro-organisms: microscopic organisms such as bacteria, molds, yeasts, parasites and viruses i) potentially hazardous food: any food or ingredients in food that are capable of supporting rapid growth of pathogenic micro-organisms j) sanitize: to reduce the number of micro-organisms on a surface to acceptable public health standards k) toxins: substances produced by micro-organisms and other organisms that may cause illness in humans

B. SAFE FOOD HANDLING

CORE	SPECIFIC	SKILL 4: DEFINE SAFE FOOD HANDLING TERMINOLOGY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		4.1 cont'd.				The participant will: l) danger zone: designation given to temperatures ranging between 4°C and 60°C. Pathogenic microbes grow rapidly within this range

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CORE	SPECIFIC	SKILL 5: OUTLINE FOODBORNE ILLNESSES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		5.1 identify the two broad classifications of foodborne illnesses.	●			identify the two broad classifications of foodborne illnesses as: a) chemical food poisoning b) foodborne illness caused by pathogenic microbes
●		5.2 a) describe two ways that chemical food poisoning can occur	●			a) describe two ways that chemical food poisoning can occur as: i) food may be unintentionally contaminated during growth ii) careless handling or accidentally mixing food with commonly used chemicals
		b) identify two ways to reduce the risk of chemical food poisoning occurring and co-operate with all staff in reducing contamination				b) identify two ways of reducing the risk of a chemical food poisoning as: i) carefully following handling and usage directions on all chemicals ii) storing all chemicals away from food and food preparation areas
				●		recognize potentially hazardous situations involving chemicals in the workplace and take steps to reduce the risk of chemical food poisoning
					●	co-operate with all staff in preventing chemical food poisoning
	●	5.3 a) identify the major sources of pathogenic microbes		●		a) identify the three major sources of pathogenic microbes as: i) humans - intestinal, nose and throat, cuts, boils, etc. ii) animals - intestinal iii) insects and rodents - droppings, feet, mouth, etc.
		b) describe the methods of transmission of pathogenic microbes				b) describe methods of transmission of pathogenic microbes as: i) direct - source to food ii) indirect - source to intermediate to food

B. SAFE FOOD HANDLING

CORE	SPECIFIC	SKILL 5: OUTLINE FOODBORNE ILLNESSES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		5.3 cont'd. c) list conditions necessary for growth of pathogenic microbes				c) list conditions necessary for growth of pathogenic microbes as: i) moisture ii) food - protein iii) oxygen - only some require oxygen iv) temperature - fastest growth at body temperature v) pH - neutral or slightly acidic vi) time - under ideal conditions growth by cell division occurs every 20 minutes or less
		d) describe and give examples of the two broad classifications of pathogenic microbes				d) describe the two broad classifications of food poisoning caused by pathogenic microbes and list one example of each as: i) food infection - food containing large numbers of pathogenic microbes is ingested; example - salmonella ii) food intoxication - bacteria grow in food and give off a poisonous waste product called a toxin; food and toxin (colorless, odorless and tasteless) are ingested; example - staphylococcus
		e) identify five ways to reduce the chance of food poisoning from pathogenic microbes and adhere to procedures that reduce the risk of food poisonings				e) describe five ways to decrease the risk of food poisoning from pathogenic microbes as: i) food protection - breaking the link between source and consumer through use of proper food handling techniques ii) temperature - store cold food at 4°C or lower; hot at 60°C or higher iii) personal hygiene - thorough hand washing before handling food

CORE	SPECIFIC	SKILL 5: OUTLINE FOODBORNE ILLNESSES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		5.3 cont'd.	●			iv) minimizing handling food - the less food is processed and handled, the smaller the chance of contamination v) awareness of conditions for transmission - cleanliness of all equipment, utensils, work surfaces, work environment, storage areas
				●		adhere to all procedures necessary to reduce the risks of food poisoning caused by pathogenic microbes
					●	adhere to all procedures willingly and co-operate with all staff to reduce the risk of food poisoning caused by pathogenic microbes

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B. SAFE FOOD HANDLING

CORE	SPECIFIC	SKILL 6: OUTLINE SERVING AND DISPENSING	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		6.1 identify and adhere to the procedures for handling and protecting dishes and cutlery	●			identify the procedures for handling and protecting of dishes and cutlery as: a) table settings - glasses and cups inverted to indicate that they have not been used and to prevent contamination by dust, sneezing, etc. b) open cream should not be exposed at room temperature when not in use c) when setting tables the basic rules are: i) inside surfaces of tableware or surfaces that touch the mouth should not be touched by the hands ii) trays should be used for glassware and glasses should always be handled by the base or stem iii) visually inspect while setting a table to ensure that poorly washed items do not remain on the table d) when handling clean and sanitized dishes and utensils: i) touch only the handles of utensils and store with handles pointing towards the food service worker ii) clean and sanitized dishes and utensils should be stored well above floor level and protected from contamination e) chipped or cracked utensils should be discarded f) single-service items should not be washed or sanitized (eg. plasticware disposable containers, etc)
				●		adhere to all procedures for handling and protecting dishes and cutlery
					●	willingly follow all procedures for handling and protecting dishes, glasses and cutlery

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CORE	SPECIFIC	SKILL 6: OUTLINE SERVING AND DISPENSING	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		6.2 outline and adhere to the procedures for the protection of food	●			outline the procedures for the protection of food as: a) plates should be held with fingers underneath the plate and the thumb on the rim b) cups and glasses should be held by the base and cutlery by the handles c) plates of food should not be stacked d) i) use tongs for handling foods wherever possible ii) disposable plastic bags should be used over hands when handing food e) food that is served but not consumed should be discarded promptly and never re-used
				●		adhere to all of the procedures for the protection of foods
					●	follow the procedures willingly
●		6.3 outline and follow procedures for protecting tables and counters	●			outline procedures for protecting tables and counters as: a) coverless table tops should be cleaned and sanitized after each use b) the cleaning cloth should only be used for tables c) linen tablecloths or placemats should be changed between settings
				●		follow procedures for table and counter cleanliness
					●	follow procedures willingly

B. SAFE FOOD HANDLING

CORE	SPECIFIC	SKILL 7: OUTLINE FOOD PROTECTION AND PREPARATION	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		7.1 identify potentially hazardous food groups and how to protect them from contamination, and co-operate with all staff in following rules for protection	●			identify potentially hazardous food groups as: a) meat, poultry - moist and protein rich, ideal for microbial growth. To prevent contamination, meats and poultry should be held at temperatures below 4°C or above 60°C. Many animal products carry pathogens that may spread to other foods by hands, cutting boards, equipment and utensils b) dairy products - milk and many milk products are moist and protein rich; ideal for microbial growth. Aged hard cheeses are usually safe from microbes. To prevent contamination dairy products must be stored below 4°C c) eggs - protein rich; freshly laid eggs are sterile but the outside soon becomes contaminated. Cracked eggs or even those with tiny holes should never be used. Sauces and dressings made with eggs are often a source of food poisoning; store below 4°C d) fish, shellfish - protein foods; they spoil rapidly and should be stored well below 4°C e) cooked vegetables and cereals - many contain protein and moisture; usually safe when raw and dry but cooking softens them, enabling pathogen growth

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CORE	SPECIFIC	SKILL 7: OUTLINE FOOD PROTECTION AND PREPARATION The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
		7.1 cont'd.	●			f) prepared and processed food items - highly prepared foods are exposed to more contamination than raw foods and if conditions for pathogen growth are present, the food may easily become contaminated; examples are: i) sandwiches ii) rolled meats iii) salads (egg, fish, meat) iv) casseroles v) meat pies vi) chopped meats vii) cream-filled pastries
				●		foods should be handled as little as possible and should be kept at 4°C or lower
					●	co-operate with all staff in following rules for protection of potentially hazardous foods
●		7.2 identify non-hazardous food groups	●			identify non-hazardous food groups as: a) dried - not enough moisture to support growth. They are not sterile. Bacteria/spores could be present. Dried foods are potentially hazardous if moistened b) sour (acidic) - pH is so low pathogens cannot grow. Example - fruits, tomatoes, etc. c) sweet or salty - foods with 60% sugar or 20% salt can be considered safe

B. SAFE FOOD HANDLING

CORE	SPECIFIC	SKILL 7: OUTLINE FOOD PROTECTION AND PREPARATION The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		7.3 describe the time/temperature relationship of microbial growth and follow temperature guidelines	●			describe the time/temperature relationship of microbial growth as: after several hours in "danger zone" temperatures, hazardous foods containing pathogenic microbes will be thoroughly contaminated. The time foods spend in the "danger zone" need not be continuous. Foods should be taken in and out of the "danger zone" (4°C - 60°C) as quickly as possible
				●		co-operate with all staff in ensuring that hazardous foods are not in the "danger zone" longer than necessary
					●	co-operate willingly
●		7.4 describe and follow the temperature requirements for the protection and preparation of foods	●			describe the temperature requirements for the protection and preparation of food as: a) cooking i) foods should be cooked to 74°C minimum; the higher the cooking or actual temperature, the shorter cooking time required to kill pathogens ii) thermometers should be used; in several spots for large food items b) holding i) temperature of holding ovens/steamtables should be at least 60°C ii) holding oven/steamtables should never be used to heat cold foods c) freezing i) temperature must be no warmer than -18°C ii) frozen food is not sterile rather, microbes are inactive iii) frozen food should be cooked directly if possible (thin items, precooked items)

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CORE	SPECIFIC	SKILL 7: OUTLINE FOOD PROTECTION AND PREPARATION	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		7.4 cont'd.				d) thawing i) thaw at 4°C in the refrigerator ii) microwave thawing is permissible iii) emergency thawing in cool running water may be used for an item wrapped in plastic e) reheating i) highest temperature possible should be used (minimum 74°C) ii) stews, gravies and soups should be boiled and stirred for several minutes f) cooling i) should be as rapid as possible to 4°C ii) large amounts of food should be put on ice iii) food should be cooled in shallow pans iv) food should be cooled in small portions v) food should be covered and labelled with date and contents g) thermometers should always be used - do not guess
				●		co-operate with all staff in ensuring food protection
					●	co-operate willingly

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B. SAFE FOOD HANDLING

CORE	SPECIFIC	SKILL 8: OUTLINE STORAGE PROCEDURES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		8.1 outline and follow procedures for storing food	●			outline procedures for storing foods as: a) coolers and freezers i) door seals intact ii) thermometer in warmest spot iii) food is off floor on skids or shelves iv) horizontal and vertical spacing between foods v) first in - first out (FIFO) rotation used vi) prepared food stored away from and above raw foods vii) cleaned at least once per week b) dry storage i) food is off the floor with enough space under shelving or skids to allow for easy cleaning and air circulation (15 cm) ii) chemicals should be stored in separate areas than foods and should be clearly labelled iii) first in - first out (FIFO) rotation used iv) adequate lighting and controlled humidity but shade direct sunlight
				●		follow the procedures for storing foods
					●	adhere to storage procedures willingly

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SKILL 9: OUTLINE CLEANING AND SANITIZING PROCEDURES

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		9.1 define dining room sanitation, identify areas involved and follow cleaning procedures	●			define dining room sanitation as: a) ensuring that the customer service area is always clean and sanitized including: i) tables and chairs ii) menus and lists iii) table condiments iv) linens v) display cabinets vi) trays vii) side stands viii) walls and floors b) ensuring service areas are always clean and sanitized including: i) countertops ii) food and beverage equipment iii) shelves and drawers iv) bar service counter v) garbage receptacles vi) staff areas
				●		ensure that customer and service areas are kept clean and sanitized
					●	co-operate in maintaining a clean, sanitary environment
●		9.2 describe and adhere to requirements for sanitized wipers	●			describe requirements for sanitized wipers as: a) made of a material that is easily sanitized and b) rinsed in a sanitizing solution before each use c) wiper sanitizing solution should be changed frequently d) or wipers must be single-use disposables
				●		adhere to sanitized wiper requirements
					●	follow the procedure willingly

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B. SAFE FOOD HANDLING

CORE	SPECIFIC	SKILL 9: OUTLINE CLEANING AND SANITIZING PROCEDURES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		9.3 describe the types of warewashing and follow procedures	●			describe the types of warewashing as: a) manual - three sinks for i) washing, rinsing, sanitizing (heat or chemical) ii) used mostly for pots, pans and utensils b) machine i) timed wash cycle and sanitizing (heat or chemical) ii) used for all food and beverage utensils c) glasswashers i) timed wash cycle and sanitizing (heat or chemical) ii) used for lightly soiled glasses, not for tableware
				●		deliver soiled wares to appropriate area
					●	co-operate with all staff to ensure proper warewashing
●		9.4 outline warewashing procedures	●			outline warewashing procedures as: a) scraping b) sorting and racking c) washing d) rinsing e) sanitizing f) air drying

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SKILL 1: IDENTIFY REGULATIONS

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	The participant must:	STANDARD The participant will:
	●	●			1.1 identify and follow consumer regulations regarding the selling of food and drink	identify consumer regulations regarding the selling of food and drink as:
						no one shall knowingly misrepresent an item of food and/or drink, or ingredients of either
			●			follow consumer regulations regarding the selling of food and drink
				●		be honest and responsible in selling food and beverages

Note: Other regulations specific to alcohol service are listed separately in Beverage Service (Category F)

C. SELLING AND ORDERING

CORE	SPECIFIC	SKILL 2: STATE HOUSE POLICY The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	2.1 state and adhere to a house policy regarding the sale of food and beverages	●			state house policy regarding the sale of food and beverages as: a) food and beverage servers are the establishment's salespeople and will take every opportunity to sell the products of the establishment b) due to the nature of the industry, the selling of food and beverage must be of a suggestive nature and not coercive or high pressure sales c) the wants and needs of the guest are paramount
				●		abide by the establishment's policy on selling food and beverage
					●	abide by house policy willingly
	●	2.2 state and follow a typical house policy regarding menu and product knowledge	●			state typical house policy regarding menu and product knowledge as: a) knows preparation methods, cooking times and ingredients of all menu items and specials b) know details of taste and origin of all beverages c) periodic verbal and written quizzes on menu and product knowledge are required
				●		abide by the house policy concerning menu and product knowledge
					●	be diligent in knowing menu and products

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SKILL 2: STATE HOUSE POLICY

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	The participant must:	STANDARD The participant will:
	●	●			2.3 state and follow typical house policy regarding ordering procedures	state typical house policy regarding ordering procedures as: a) all orders must be recorded on a point of sale system prior to ordering, where applicable b) orders will be processed in the order that they are received and/or called for, except where allowed by supervisor/duty chef c) where orders are written, writing will be legible and appropriate abbreviations will be used d) timing of the order is the food and beverage server's responsibility e) verbal bar orders must be in the house format and given only when bartender is ready
			●			abide by the house policy regarding ordering of food and beverages
				●		abide by the house policy willingly

C. SELLING AND ORDERING

CORE	SPECIFIC	SKILL 3: IDENTIFY COST FACTORS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●	●	3.1 list costs involved in the operation of a food and beverage business	●			list costs involved in the operation of a food and beverage business as: a) overhead: rent, utilities, smallwares, etc. b) labor: wages, salaries, benefits, etc. c) materials: food and beverage, etc.
●		3.2 distinguish between fixed and variable costs	●			distinguish between fixed and variable costs as follows: a) fixed costs are those that remain fairly constant from period to period and include rent, utilities, etc. b) variable costs are those that the operator can control and change to some degree and include labor, food and beverage costs, breakage, cutlery loss, etc.
●		3.3 define cost of sales	●			define cost of sales as: a) the cost of a food or beverage item as percentage of the selling price of the item. (eg. if cost = $0.40 and selling price = $2.00 then cost of sales = 20 per cent.) An operator may set a specific cost of sales as a goal. (eg. liquor cost of sales goal = 25 per cent) b) cost of sales is also referred to as percentage cost or PC
●		3.4 relate high and low cost-of-sales items to potential profits and sell profitable items	●			relate high and low cost-of-sales items to potential profits as follows: a) the higher the item's cost-of-sale, the lower the profit potential of the item b) the lower the item's cost-of-sale the greater the profit potential
				●		sell low cost-of-sale items whenever possible
					●	willingly sell items with profit potential

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CORE	SPECIFIC	SKILL 4: OUTLINE PRODUCT KNOWLEDGE	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		4.1 define and use product knowledge as a sales tool	●			define product knowledge as: a) knowledge of the menu with regard to: i) layout and categories ii) tastes iii) ingredients iv) preparation methods v) preparation times vi) complementing items vii) best selling items viii) chef's recommendations ix) presentation x) prices xi) cost factors b) knowledge of beverage lists with regard to: i) tastes and styles ii) origins iii) best sellers iv) prices v) cost factors vi) matching with foods vii) other details
				●		use knowledge of menus and beverage lists as a sales tool
					●	willingly use knowledge of menus and beverage lists
●		4.2 identify the necessity of product knowledge	●			identify the necessity of product knowledge as: a) essential to sales b) essential to service
				●		demonstrate product knowledge and recognition
					●	willingly learn about and recognize products
●		4.3 define and use customer knowledge	●			define customer knowledge as: awareness of customer habits, wants and needs and the ability to anticipate customer wants and needs
				●		use customer knowledge to react to customer wants and needs
					●	willingly use customer knowledge

C. SELLING AND ORDERING

CORE	SPECIFIC	SKILL 4: OUTLINE PRODUCT KNOWLEDGE The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		4.4 define and use business knowledge in selling	●			define business knowledge as: being informed about the history, ownership, advertising campaigns, promotions etc., of the work place as well as general knowledge of the community
				●		use business knowledge in selling
					●	willingly use business knowledge
●		4.5 explain the phrase "the menu is like a business card" and use clean unmarked menus	●			explain "the menu is like a business card" as; the menu advertises the kind of business to the customer and therefore must be clean and presentable
				●		ensure that the menus used are clean and unmarked
					●	is diligent in ensuring menus are clean and presentable
●		4.6 define and use menu terminology	●			define menu terminology as: a) cooking terms eg. sauté b) sauce terms eg. hollandaise c) seasonings eg. saffron d) preparation terms eg florentine e) meat cuts eg. tenderloin
				●		use menu terminology in selling items
					●	willingly use menu terminology

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CORE	SPECIFIC	SKILL 5: OUTLINE SPECIAL SKILLS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	5.1 identify and follow important considerations in selling items	●			identify important selling considerations as: a) success is more likely with undecided customers b) be an order maker not an order taker
				●		take note of considerations while selling
					●	enthusiastically abide by considerations
	●	5.2 list and use ways of increasing selling success	●			list ways to increase selling success as: a) narrowing customer's choices to two or three appropriate selections b) asking open-ended questions (can not be answered with "yes" or "no") c) using descriptions and menu terminology to increase appeal of choices d) suggesting items that complement each other e) using showmanship, professionalism f) upselling items as appropriate, though caution must be used to avoid oversell
				●		use techniques of successful selling
					●	enthusiastically use selling techniques

C. SELLING AND ORDERING

CORE	SPECIFIC	SKILL 6: CREATE ORDERS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	6.1 list and follow important considerations in order-taking	●			list important considerations in order-taking as follows: a) stand erectly b) stand to the left of guest c) speak clearly d) listen carefully e) make eye contact with customer f) explain specials/shortages before customer reads menu g) apply selling techniques h) choose reference person for initial order i) follow order sequence j) repeat orders k) commit order to paper and/or memory l) note special requests
				●		follow order-taking policy of the establishment of employ
					●	follow order-taking policy willingly

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SKILL 7: OUTLINE ORDER PLACEMENT

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	7.1 outline and follow order placement process	●			outline order placement processes for kitchen/bar as follows: a) for verbal orders: i) order in turn ii) get the attention of the appropriate person iii) call order in clearly b) when written orders are placed on a wheel or peg: i) accurately complete a written order form ii) write legibly iii) call attention to order (eg. "order in") c) when a cash register receipt is used: i) input the order prior to presenting it to the kitchen/bar ii) call attention to order d) when a remote printer is used: i) input the order into point-of-sale system ii) ensure order has been received
				●		place orders as outlined and/or as outlined in house policy
					●	willingly place orders as outlined
	●	7.2 demonstrate awareness of kitchen/bar order system	●			be aware of the sequence of events initiated by the server's order; possibilities are: a) orders will be put up as they are received by the kitchen b) orders will be started as they are received but will then be held until the server calls "pick up" c) orders will be started when server calls "pick up"
				●		comply with the system as outlined
					●	comply with the system willingly and professionally

D. SERVICE PREPARATION AND CLOSING

SKILL 1: ACKNOWLEDGE HOUSE POLICY

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	1.1 acknowledge and carry out house policy regarding additional duties	●			acknowledge that the employer may require other duties be done regularly or periodically and state examples of such duties (eg. wash windows, clean cooler, etc.)
				●		perform special duties responsibly and completely
					●	perform special duties willingly

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SKILL 2: IDENTIFY TABLEWARE

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	The participant must:	STANDARD The participant will:
	●	●			2.1 identify and correctly use tableware	identify the following common types of tableware: a) dinner fork b) salad fork c) cocktail fork d) dinner knife e) steak knife f) bread and butter knife g) soup spoon h) dessert spoon i) teaspoon j) parfait spoon k) fish knife l) fish fork m) shell crackers n) dinner plate o) side (bread and butter) plate p) saucer q) soup bowl r) soup cup s) coffee/tea cup t) teapot u) sauce boat v) sauce bowl w) salt/pepper shakers x) cream pitcher y) napkin z) ashtray
			●			use tableware according to its purpose and within the dictates of the establishment policy
				●		use tableware correctly and carefully Note: Glassware is listed separately in Major Category F, Beverage Server

D. SERVICE PREPARATION AND CLOSING

ALBERTA TOURISM EDUCATION COUNCIL

D. SERVICE PREPARATION AND CLOSING

CORE	SPECIFIC	SKILL 3: IDENTIFY AND OUTLINE SERVICE TYPES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	3.1 identify and outline common service types	●			identify and outline the common service type as: a) French service - food is partially prepared in the kitchen and then reheated or cooked at the table on a guerdon by the waiter/captain/maître d' b) Russian service - food is fully cooked in the kitchen and is served from silver platters to the customers' plates at their table; the waiter/captain/ maître d' shows the platter to the customer from the customer's left and serves the requested items and amounts with a serving spoon and fork c) American service - food is fully cooked and placed on the plate in the kitchen, ready for delivery to the customer by the server d) English service - food is fully cooked in the kitchen and is placed on serving platters to be served by the customer-host at the head of the table; host carves and serves the meal to the individual plates then the plate is handed to a server who delivers it to the appropriate diner e) buffet service - customers choose their meals from a serving table and serve themselves, are served by staff or a combination of both f) banquet/catering - an identical pre-determined meal is cooked and plated in the kitchen and served to a number of people at a scheduled time and date g) outside catering - partially or fully prepared food is delivered to a location which is away from the kitchen's usual realm

CORE	SPECIFIC	SKILL 3: IDENTIFY AND OUTLINE SERVICE TYPES The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
		3.1 cont'd.				h) room service - food is partially or fully prepared and is delivered to an adjoining or affiliated room in a hotel, motel or lodge to be served
	●	3.2 describe and use American service or house cover	●			outline American service cover as follows: a) place setting from left to right: i) salad fork ii) dinner fork iii) napkin; centered between the dinner fork and the dinner knife in the space reserved for the plate iv) dinner knife (blade faces napkin) v) bread and butter knife (blade faces napkin) vi) coffee spoon vii) soup spoon viii) water glass (centered above knife) ix) side plate (centered above fork) b) wine glasses and/or any additional tableware are delivered as required: i) a wine glass is placed to the right of, and just below water glass ii) if serving more than one wine, wine glasses are placed in a row to right of water glass, or one glass directly to right of water glass and the other wine glass directly below the first wine glass iii) salads served with main course are placed directly to left of forks iv) coffee is placed to right of spoons c) the napkin is folded as house policy dictates

D. SERVICE PREPARATION AND CLOSING

CORE	SPECIFIC	SKILL 3: IDENTIFY AND OUTLINE SERVICE TYPES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
						The participant will:
		3.2 cont'd.		●		correctly place items for the American service cover in accordance with establishment policy
					●	place covers willingly

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SKILL 4: IDENTIFY OPENING AND CLOSING PROCEDURES

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	4.1 determine section assignment		●		confirm assigned sections and memorize appropriate table numbers
					●	willingly work in the assigned section
	●	4.2 check for special needs, occasions, etc. and prepare accordingly		●		check reservation or function sheet to determine special needs and occasions identified by clients and prepare accordingly
					●	willingly prepare for special needs and occasions
	●	4.3 outline and maintain sidestand	●			outline common sidestand items to be replenished: a) china, silverware and glassware b) supplies for special food items (eg. parfait spoon) c) folded napkins and/or doilies d) placemats and/or tablecloths e) menus f) filled condiment containers (non-perishables only) g) order pads, guest checks and extra pen/pencil h) bar and tip trays i) bus pan j) ashtrays and matches k) hot water and fresh coffee silexes/thermoses l) water jugs with ice m) crumb sweeper
				●		prepare and maintain the sidestand as outlined or as dictated by house policy
					●	prepare and maintain the sidestand willingly

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D. SERVICE PREPARATION AND CLOSING

SKILL 4: IDENTIFY OPENING AND CLOSING PROCEDURES

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	4.4 describe the steps to prepare tables for service	●			describe the steps to prepare tables and chairs in assigned area: a) clear tables b) crumb tables c) wipe tables or replace tablecloths (avoid exposing the table) d) arrange placemats e) set cover f) brush chairs (spot clean and dry as necessary) and replace beneath tables g) fill and wipe condiment containers and replace on table
				●		prepare tables for service as outlined or according to house policy
					●	prepare tables for service willingly
	●	4.5 know and perform section side duties		●		know and perform section side duties as necessary: (eg. clean chair legs, turn seat cushions and sweep service area)
					●	perform side duties willingly
	●	4.6 determine menu changes and specials		●		memorize or record menu changes, substitutions, items unavailable, daily specials and other information provided by kitchen and bartending staff
					●	determine menu changes and specials as required willingly
	●	4.7 observe and refine overall appearance of section and traffic paths		●		observe and refine overall appearance of section and traffic paths (eg: straighten chairs move obstacles)
					●	take care in refining overall appearance of section and traffic paths

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SKILL 4: IDENTIFY OPENING AND CLOSING PROCEDURES

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	4.8 describe and perform section closing tasks	●			describe common closing tasks as: a) unplug electrical equipment when section is closed b) empty water jugs, coffee and hot water silexes c) return condiments to kitchen and serving containers to dishwasher d) clear and wipe tables and sidestand e) check furniture and section for smouldering cigarettes, items left by guests, etc. f) empty bus pan and remove soiled linen g) request inspection by supervisor
				●		clean-up and close section as described or as dictated by house policy
					●	clear, clean-up and close section efficiently and cheerfully

D. SERVICE PREPARATION AND CLOSING

CORE	SPECIFIC	SKILL 5: OUTLINE STATION MAINTENANCE The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	5.1 describe proper loading and maintenance of bus pans	●			describe the proper loading and maintenance of a bus pan as: a) bus pan should be clean inside and out, odor-free and never overloaded b) scrape plates to one corner of bus pan and then stack in bus pan c) group silverware together in one part of bus pan d) glassware should be bussed to a separate tray or bus pan to limit breakage e) load as quietly as possible
				●		follow the bus pan loading and maintenance guidelines or house policy regarding bus pans
					●	comply with bus pan guidelines willingly
	●	5.2 describe and perform time/motion management	●			describe time/motion management as: whenever a trip to section or kitchen is necessary, server should not go empty-handed; tasks such as restocking side-stands, clearing full ashtrays, empty bottles and glasses, anticipating need for fresh coffee or ice bucket, etc. can be done concurrently
				●		effectively manage time/motion by performing tasks concurrently when possible
					●	manage time/motion willingly
	●	5.3 inspect tableware		●		inspect tableware for cracks, chips, breaks, stains and dirt
					●	inspect tableware willingly

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SKILL 6: OUTLINE CARRYING METHODS/ PROCEDURES

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	6.1 describe and follow procedures for carrying tableware	●			describe procedures for carrying tableware as: a) carry silverware only by handle, even after use b) deliver clean silverware to table on a small tray covered by a clean napkin c) handle plates only by the rim d) handle glassware only by the base or bottom e) carry stemware without a tray, upside-down, stems between fingers, bases above fingers and tops below, resting the bases of one or two more glasses in palm, on top of inverted bases f) remove ashtray by covering it with another ashtray until clear of table
				●		carry tableware as outlined or according to house policy
					●	carry tableware as outlined willingly
	●	6.2 outline and follow methods for carrying trays	●			describe methods for carrying different trays as: a) arm or bar tray: i) carry tray on hand using fingers to balance ii) carry at waist height iii) ensure tray is evenly loaded iv) serve directly from tray b) oval (bus) tray: i) ensure tray is evenly loaded ii) balance tray on palm (heavy tray can rest on shoulder) iii) carry at shoulder height iv) balance with other hand on rim before setting down v) put tray on stand before serving from it vi) raise and lower tray with back straight, bending at the knees

D. SERVICE PREPARATION AND CLOSING

CORE	SPECIFIC	SKILL 6: OUTLINE CARRYING METHODS/ PROCEDURES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		6.2 cont'd.				The participant will:
						c) with both tray types, use other hand to clear path, open doors, etc. d) when carrying trays, keep eyes open and look forward e) when unloading trays, do not unbalance
				●		carry trays as described or as directed by house policy
					●	remain alert and attentive when carrying trays

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CORE	SPECIFIC	SKILL 1: STATE HOUSE POLICY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		1.1 state and follow typical house policy regarding food service	●			state typical house policy regarding food service as: a) service of hot foods is a priority b) special requests are accommodated whenever possible c) all portions are costed and should not be exceeded d) servers are responsible to check and maintain food and beverage presentation e) check for customer satisfaction throughout the meal
				●		follow the house policy regarding food service
					●	follow the house policy regarding food service willingly

E. FOOD SERVICE

CORE	SPECIFIC	SKILL 2: IDENTIFY TIMING SKILLS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	2.1 ensure that all guests are served concurrently	●			state that all guests at the same table will be served common courses at the same time, as much as possible
				●		serve courses concurrently, in accordance with house policy or as directed by the guests
					●	willingly serve courses concurrently as required by house policy or as directed by the guest(s)
	●	2.2 co-ordinate the flow of courses	●			state that it is a server's responsibility to co-ordinate the flow of courses at a pace that is satisfactory to the guest
				●		serve to guests' satisfaction
					●	willingly serve the courses at a pace satisfactory to the guests
	●	2.3 outline and follow procedure for submitting and/or calling for orders	●			outline the procedure for submitting or calling for orders depending upon: a) the house policy regarding the responsibility of timing orders b) the time frame of the guests c) the length of time required to prepare the items ordered
				●		submit and/or call for orders as described
					●	willingly comply with procedure for submitting or calling for orders
	●	2.4 outline requirements of service according of temperature	●			outline service according to temperature of the food as follows: a) hot foods are to be served hot or warm as appropriate b) cold foods are served cold or chilled as appropriate
				●		serve foods accordingly
					●	strive to serve foods at the prescribed temperatures

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SKILL 3: OUTLINE FOOD PICK-UP PROCEDURES

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	The participant must:	STANDARD The participant will:
	●	●			3.1 outline food pick-up procedures	outline pick-up procedures as: a) when calling for pick-up, anticipate problems and enlist assistance as required to avoid delays b) promptly respond to notice that order is ready c) ensure food is as ordered and take appropriate action if required d) check presentation e) garnish as necessary f) arrange order according to serving pattern g) remove and dispose of chit as required
			●			pick-up food as described or as required by house policy
				●		willingly and professionally pick-up food as described

CORE	SPECIFIC	SKILL 4: OUTLINE SERVICE PROCEDURES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	4.1 identify and follow steps to serve a table	●			identify general serving sequence as: a) greet customer b) present menu(s) c) inform customer of specials and items unavailable d) pour water e) take cocktail order f) deliver cocktail order g) take food order h) take wine order i) deliver bread j) present and serve wine k) serve courses l) change ashtrays on presentation of food courses, as required m) offer condiments and proper silverware appropriate to each course n) periodically ask guests if they are enjoying meal o) complete wine service p) present dessert tray/menu q) take dessert and after-dinner beverage order r) serve dessert, coffee, after-dinner beverage order s) refill coffee or teapot and request additional order t) serve additional order or present guest check u) process guest check payment v) return change and/or charge card to guest with smile and express appreciation w) monitor guest's needs and perform additional requests cheerfully x) as customer leaves, assist as necessary and express appropriate farewell y) serve all tables with equal efficiency
				●		follow the suggested service order, house policy or customer requests as appropriate
					●	serve the customer as outlined and anticipate his needs promptly and cheerfully

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SKILL 4: OUTLINE SERVICE PROCEDURES

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	The participant must:	STANDARD The participant will:
	●	●			4.2 outline and follow order in which courses are served	describe the usual order of food service: a) appetizer b) soup c) salad d) main course e) dessert and coffee
			●			serve the courses as outlined, as the customer requests, or as house policy requires
				●		serve the customer willingly
	●	●			4.3 outline and follow order in which guests are served	outline the proper order in which guests are served as: a) serve women and children first b) serve person to right of host first, continue counterclockwise around table c) serve host last
			●			serve the guests as outlined, as the customer requests or as house policy requires
				●		serve the customer and meet needs willingly
	●	●			4.4 identify and use professional serving techniques	identify professional serving techniques as: a) at a table: i) serve food from guest's left with left hand ii) serve beverages from guest's right with right hand iii) serve condiments from guest's left iv) remove items from cover without reaching across guest, whenever possible b) at a booth: i) serve guest farthest from server first ii) guest on server's left is served with right hand; remove used or unnecessary tableware with left hand

CORE	SPECIFIC	SKILL 4: OUTLINE SERVICE PROCEDURES The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	4.4 cont'd.	●			iii) guest on right is served with left hand; remove used or unnecessary tableware with right hand
				●		use professional serving techniques according to house policy or as is requested by the guest
					●	serve guest as outlined willingly
	●	4.5 identify and follow plate positioning	●			identify plate positioning as follows: a) meat or fish positioned at six o'clock b) plate positioned 2.5 cm (1 in) from edge of table closest to customer
				●		position plate as outlined, as requested by the customer and/or as dictated by house policy
					●	correctly position plate
	●	4.6 demonstrate table-side carving and flambé techniques		●		demonstrate the techniques for carving at the table (eg. Châteaubriand) and preparing a flambé dish or special coffee at the table (eg. Crêpe Suzettes, Spanish Coffee)
					●	prepare dishes and professionally demonstrate carving or flambé techniques

CORE	SPECIFIC	SKILL 5: OUTLINE TABLE MAINTENANCE PROCEDURES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	5.1 outline and follow table maintenance	●			identify table maintenance as: a) table should be properly and completely set b) check table as customers are seated to ensure that settings and condiments are in place c) remove extra covers d) remove menus when no longer required e) remove empty beverage glasses and debris as soon as possible f) replace dirty ashtrays before each food course g) check table before each food course to ensure proper cutlery and condiments are available and unnecessary items are removed h) deliver mise en place as required i) remove used dishes and cutlery when they are no longer required and/or when everyone is finished j) wipe or crumb table as required
				●		maintain table as outlined and/or as dictated by house policy
					●	maintain table willingly
	●	5.2 describe and use clearing and plate scraping techniques	●			describe proper clearing and plate scraping techniques as: a) clear table when all guests are finished b) clear only with guests' approval c) scrape plates unobtrusively and quietly d) first plate is held by rim in left hand, supported by three middle fingers e) subsequent plates are placed on forearm above first plate, balanced by small finger and thumb f) food is scraped from upper to lower plate

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SKILL 5: OUTLINE TABLE MAINTENANCE PROCEDURES

CORE	SPECIFIC		KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		5.2 cont'd.				The participant will:
						g) cutlery is placed to one side of lower plate h) stack plates in bus pan or on tray as scraped, plates with scrapings/cutlery atop others
				●		clear and scrape as outlined, as customer requests, or as house policy dictates
					●	clear and scrape plates willingly and professionally

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SKILL 6: OUTLINE GUEST CHECK PRESENTATIONS

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●	6.1 outline and follow check presentation	●			outline check presentation as follows: a) ensure that the meal is finished or customer has asked for the check b) total the check c) confirm that check is correct, clean and legible d) add accompaniments (mints and petitfours) e) place the check face down on a tip tray or directly on the table, to the host's left (separate checks to each individual's left) f) thank the customer g) if required, pick up check and payment h) discreetly verify that payment at least matches the check amount i) process payment j) return change, receipt, charge form and/or charge card to customer k) thank the customer l) continue to monitor customers' needs, starting a new check or adding to the previous check as required
				●		present guest checks promptly as outlined, as required by house policy or as requested by the guest
					●	present guest checks willingly, promptly and professionally

CORE	SPECIFIC	SKILL 1: DESCRIBE PROVINCIAL LIQUOR REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		1.1 outline and follow requirements for various license types: a) beverage room	●			a) define the licensing requirements of a beverage room as: i) operates from 10 a.m. to 2 a.m., Monday through Saturday ii) closed on Sunday iii) providing a one hour tolerance period to 3 a.m. iv) serves alcohol to patrons without the necessity of food service v) several food items available vi) part of a hotel property
		b) dining lounge				b) define the licensing requirements of a dining lounge as: i) serves alcohol from 10 a.m. to 2 a.m., Monday through Saturday ii) serves alcohol from 11 a.m. to 2 a.m., Sunday iii) providing a one hour tolerance period to 3 a.m. iv) alcohol service only to patrons who order a full meal
		c) lounge				c) define the licensing requirements of a lounge as: i) serves alcohol from 10 a.m. to 2 a.m., Monday through Saturday ii) does not serve alcohol on Sunday iii) provides a one hour tolerance period to 3 a.m. iv) serves alcohol to patrons without the necessity of food service v) has several food items available vi) adjacent to a dining lounge or part of a hotel property vii) may operate as a dining lounge on Sundays to accommodate dining lounge overflow

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CORE	SPECIFIC	SKILL 1: DESCRIBE PROVINCIAL LIQUOR REGULATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
		1.1 cont'd. d) night club	●			d) define the licensing requirements of a night club as: i) serves alcohol from 10 a.m. to 2 a.m., Monday through Saturday ii) closed on Sunday iii) provides a one hour tolerance period to 3 a.m. iv) serves alcohol to patrons without the necessity of food service, except when required to operate as a dining lounge (during the luncheon hours) v) have a substantial menu available
				●		heed the liquor regulations within the establishment's license category
					●	heed liquor regulations willingly
●		1.2 be aware of other licence types	●			be aware of the requirements of other licence types: a) canteen b) commercial passenger aircraft c) bus d) club e) institution f) passenger train g) race track h) recreation facility i) sports stadium j) theatre k) travellers' lounge l) water excursion craft
●		1.3 state and adhere to regulations pertaining to minors	●			state Alberta regulations pertaining to minors as follows: a) define "minor" as an individual under the age of eighteen years b) it is illegal to: i) sell, provide, convey or give custody of liquor to a minor

CORE	SPECIFIC	SKILL 1: DESCRIBE PROVINCIAL LIQUOR REGULATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
		1.3 cont'd.				ii) permit any person to supply liquor in licensed premises to a minor who is on those premises c) no licensee shall allow a minor to enter or remain in any licensed premises designated by the Liquor Control Board as a type of premises which a minor may not enter
				●		heed the liquor regulations pertaining to minors
					●	heed the liquor regulations willingly
●		1.4 state and request characteristics of acceptable proof of age identification	●			state characteristics of acceptable proof of age identification as follows: a) it must be valid and unaltered b) it must include the bearer's photograph c) it must include the bearer's birthdate d) it must include the source of the identification
				●		check identification whenever it appears necessary and ensure that the identification produced has all the characteristics of acceptable identification and/or follow house policy
					●	willingly and politely check identification
●		1.5 state the guidelines and regulations pertaining to Liquor Control Board Inspectors and allow them access to the establishment.	●			state the guidelines and regulations pertaining to inspectors as follows: a) inspectors must carry photographic identification cards which are frequently reissued b) inspectors may, at any reasonable time, enter and inspect a licensed premises and inspect any part of the licensed premises

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CORE	SPECIFIC	SKILL 1: DESCRIBE PROVINCIAL LIQUOR REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		1.5 cont'd.				c) inspectors may seize any reasonable samples of liquor for analysis and any liquor, packaging, books, records, or other documents relating to the sale of liquor. A warrant is not always necessary though the inspector is required to issue a receipt for any items taken or seized
				●		identify inspectors and allow them access to the establishment as required or according to house policy
					●	willingly and cordially allow inspections
●		1.6 state and adhere to provisions of the Liquor Control Act pertaining to overcrowding	●			state that it is an offence to permit, at any one time, the number of customers to exceed the maximum occupant capacity for the premises as stated on the licence. The licence must be posted prominently within the licensed premises
				●		abide by the regulations regarding overcrowding
					●	willingly abide by the regulations
●		1.7 state and follow provisions of the Liquor Control Act relevant to non-alcoholic beverages	●			state that during operating hours a licensee must have, available for sale, non-alcoholic beverages of a type or kind approved by the liquor control board
				●		follow the regulations pertaining to non-alcoholic beverage service
					●	follow the regulations pertaining to non-alcoholic beverage service willingly

	CORE	SPECIFIC	SKILL 1: DESCRIBE PROVINCIAL LIQUOR REGULATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
	●		1.8 state the legal sanctions which could result from violations of the Liquor Control Act	●			state that the legal sanctions for violation of the Liquor Control Act could take three different forms: a) fine and/or jail sentence b) suspension of the right to serve liquor and/or c) third party liability, i.e., common-law court settlements assigning a portion of legal liability to a licensed establishment which has indirectly caused injury or death by serving alcohol to a patron who is intoxicated
	●		1.9 state and adhere to the requirements of the Liquor Control Act regarding the right to refuse service	●			state that the employee: a) has the right to refuse service of alcohol to a customer b) need not give a reason to the customer for refusing to serve c) shall at the request of the liquor control board give to the board full particulars as to the circumstances relating to the refusal
					●		adhere to regulations regarding refusal of service
						●	adhere to regulations regarding refusal of service willingly
F. BEVERAGE SERVICE	●		1.10 state and adhere to the Liquor Control Act in regards to the sale of alcohol to an intoxicated person	●			state that is an offence to sell or provide liquor to a person apparently under the influence of alcohol or other drugs
					●		adhere to the regulations regarding service of alcohol to an intoxicated person
						●	willingly adhere to the regulations regarding service of alcohol to an intoxicated person

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CORE	SPECIFIC	SKILL 1: DESCRIBE PROVINCIAL LIQUOR REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		1.11 state and abide by regulations regarding trespassing	●			state the regulations regarding trespassing as: a) any person who enters or remains in a licensed premises after having been asked to leave is trespassing b) refusing access to a licensed premises may not contravene any human rights legislation
				●		abide by the regulations regarding trespassing
					●	willingly abide by the regulations
●		1.12 state that there is no requirement for a customer to consume alcohol and do not coerce customers to consume alcohol	●			state that it is illegal to require, force or urge a customer to purchase liquor in a licensed premises
				●		refrain from forcing or urging the consumption of alcohol
					●	refrain from forcing or urging the consumption of alcohol willingly
●		1.13 outline and follow regulations for the measuring of alcohol	●			outline the regulations for the measuring of alcohol as: a) alcohol must be measured in glassware approved by the liquor board and/or with a mechanical device approved by the board b) a valid price list must be available to customers and must contain information regarding the minimum quantity of alcohol in each drink
				●		adhere to the regulations regarding the measuring of alcohol
					●	adhere responsibly
●		1.14 state and adhere to the provisions of the Liquor Control Act relevant to the removal of alcohol from a licensed premise	●			state that the removal of liquor from a licensed premises is allowed only by inspectors or as stipulated in an off-sales licence
				●		adhere to the regulation regarding removal of alcohol
					●	adhere to the regulation regarding removal of alcohol willingly

CORE	SPECIFIC	SKILL 2: OUTLINE HOUSE POLICY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		2.1 identify and follow a typical house policy regarding the use of last call	●			identify house policy as: a) there is no legal requirement to give last call b) there is a legal requirement to provide a one hour tolerance period c) service of requested alcoholic beverages must be completed within the time specified on the licence d) alcoholic beverages should be limited to one drink per guest e) last call should not be offered to those who are intoxicated
				●		follow house policy regarding the use of last call
					●	follow house policy diligently

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SKILL 3: DESCRIBE RESPONSIBLE ALCOHOL SERVICE AND INTERVENTION TECHNIQUES

CORE	SPECIFIC		KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		3.1 a) describe responsible alcohol service	●			a) describe responsible alcohol service as the moral and legal obligation to prevent a state of intoxication that may directly or indirectly cause injury or death
		b) describe the necessity for responsible service				b) describe responsible service as being necessary to: i) save or maintain lives ii) to avoid sanctions (as outlined in F. 1.8)
		c) identify eight responsible service techniques and show responsibility in serving alcohol				c) identify eight responsible service techniques as: i) talking with and observing customers ii) encouraging snack foods iii) keeping track of the number of drinks consumed or having a general idea of the customer's consumption rate iv) refrain from encouraging multiple drink orders or doubles v) providing customer with details about the amount of alcohol in a beverage vi) promoting non-alcoholic beverages vii) providing and promoting activities other than drinking, such as board games, electronic games, entertainment, etc. viii) informing co-workers of potential problem
				●		show responsibility in serving alcohol
					●	employ applicable techniques willingly

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F. BEVERAGE SERVICE

CORE	SPECIFIC	SKILL 3: DESCRIBE RESPONSIBLE ALCOHOL SERVICE AND INTERVENTION TECHNIQUES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		3.2 outline eight factors affecting the intoxication level of a customer	●			outline eight factors affecting the intoxication level of a customer as: a) rate of consumption (drinks/hour) b) full versus empty stomach c) amount of alcohol in the drink (i.e., light beer verses straight shots or shooters) d) size and ideal weight e) male or female f) previous experience with alcohol g) mood or emotional state h) presence of other drugs
●		3.3 recognize four basic signals of intoxication	●			recognize four observable signals of intoxication as: a) loss of inhibitions b) impaired judgment c) impaired reactions d) impaired co-ordination
●		3.4 a) describe and use intervention techniques	●			a) describe intervention techniques as strategies for reducing the risk of intoxication to a customer nearing the point of intoxication
		b) identify two intervention techniques				b) identify two intervention techniques as: i) subtly slowing service to a customer who is consuming alcohol rapidly ii) offering food and/or non-alcoholic beverages as an alternative to alcohol service
				●		employ applicable techniques as necessary
					●	demonstrate tact in employing techniques

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CORE	SPECIFIC	SKILL 3: DESCRIBE RESPONSIBLE ALCOHOL SERVICE AND INTERVENTION TECHNIQUES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		3.5 describe five non-judgemental techniques which could be used in cutting off the service to a customer who is apparently at or beyond the point of intoxication	●			describe five non-judgemental techniques as: a) using a calm, courteous, firm approach, avoiding emotionally charged words such as "drunk", ar. avoiding accusations such as "You've had too much to drink" b) listening and empathizing with the customer but letting the customer know that you cannot and will not bargain or back down c) letting the customer know that your decision is not arbitrary by citing the law or house policy regarding overserving d) communicating your intent to the customer privately, if possible, to reduce embarrassment or defiance e) identifying and enlisting the aid of sober friends accompanying the customer
				●		employ applicable techniques as necessary
					●	politely and appropriately employ applicable techniques
●		3.6 describe five techniques for getting intoxicated customers home and use techniques whenever applicable	●			describe five techniques of getting intoxicated customers home as: a) persuading customers to use a taxi and seeing that they do b) identifying and encouraging a sober member of the group to drive the customer home c) implementing and promoting a "designated driver" program, whereby one member of the group abstains from alcohol and agrees to drive the others home

CORE	SPECIFIC	SKILL 3: DESCRIBE RESPONSIBLE ALCOHOL SERVICE AND INTERVENTION TECHNIQUES	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		3.6 cont'd.				d) arrange a transportation system organized by your establishment e) allowing the customer to stay and drink non-alcoholic beverages or eat food, permitting time for alcohol to metabolize
				●		employ applicable techniques and/ or house policy as necessary
					●	persuasively and politely employ applicable techniques and/or house policy
●		3.7 define "liability" as it may apply to a server of alcoholic beverages	●			define "liability" as it may apply to a server of alcoholic beverages as: a server may be held legally (financially) responsible for the actions of a patron that the server may have served or who was in the place of the server's employ and was served alcohol in an irresponsible manner should the subsequent actions of the patron result in the death or injury of the patron or a third party

CORE	SPECIFIC	SKILL 4: DESCRIBE NON-ALCOHOLIC BEVERAGE SERVICE	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		4.1 list and follow the steps to brew coffee	●			list the steps used to brew coffee as: a) use clean equipment b) use fresh, cold water c) heat the water almost to the boiling point d) measure the coffee accurately according to manufacturer's directions or house policy e) remove grounds as soon as brewing process is complete f) maintain coffee at 84°C - 86°C (185°F - 190°F) g) hold the coffee for no longer than one hour h) abstain from reheating the coffee
				●		follow the steps when brewing coffee
					●	follow the steps to brew coffee
●		4.2 list and follow the steps for preparing tea	●			list the steps for preparing tea as: a) pre-heating the pot with freshly boiled water b) empty the hot water from pot immediately prior to making the tea c) put fresh tea bag or leaves in the pot unless asked to do otherwise d) fill pot with water which has been heated from cold to a full, rolling boil e) serve to customer immediately
				●		follow the prescribed steps for preparing tea
					●	properly prepare tea willingly

CORE	SPECIFIC	SKILL 4: DESCRIBE NON-ALCOHOLIC BEVERAGE SERVICE The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		4.3 define, describe, identify and serve "mocktails" and other non-alcoholic beverages	●			a) define "mocktails" as non-alcoholic cocktails b) describe "mocktails" as beverages which allow customers to enjoy a licensed premises without consuming alcohol and without feeling segregated from those who are consuming alcohol c) identify some popular "mocktails" as: i) non-alcoholic frozen daiquiri ii) non-alcoholic chi-chi iii) shirley temple iv) mumm's collins v) darth vader d) be aware that non-alcoholic wine and non-alcoholic beer are also available and can be served to customers who do not wish to consume alcohol
				●		suggest and serve "mocktails" as an alternative to alcoholic beverages
					●	willingly and politely serve "mocktails" as an alternative to alcoholic beverage

CORE	SPECIFIC	SKILL 5: IDENTIFY ALCOHOL CLASSIFICATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		5.1 define beer	●			define beer as a fermented beverage made from malted cereal grains and flavored with hops
●		5.2 identify the major types of beer	●			identify the major types of beer and their body and flavor characteristics as: a) Pilsener (Pilsner) i) light bodied ii) dry, somewhat bitter taste of hops b) light beer (lower alcohol beer) i) extra-light body ii) dry, somewhat bitter taste of hops c) malt liquor (high test) i) medium bodied ii) full malty taste d) ale (North American) i) medium bodied ii) stronger hops and malt flavor than Pilsner e) stout i) heavy bodied ii) bittersweet to bitter taste f) dry i) light-to-medium bodied ii) dry, crisp beer with no aftertaste
●		5.3 define wine	●			define wine as the naturally fermented juice of ripe fruit, usually grapes
●		5.4 identify major types of wine	●			identify the major wine classifications as: a) aromatized wines b) table wines (red, white, rose) c) fortified wines d) sparkling wines

F. BEVERAGE SERVICE

CORE	SPECIFIC	SKILL 5: IDENTIFY ALCOHOL CLASSIFICATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		5.5 identify major categories of wine according to food accompaniment	●			identify major categories of wine according to food accompaniment as follows: a) appetizer wines: up to twenty per cent alcohol by volume; examples include dry or medium-sweet fortified wines, white dry table wines and vermouth and other aromatized wines. These wines are appropriate before dinner because they stimulate the appetite b) still white, red, rose and blush table wines: up to fourteen per cent alcohol by volume; examples include all table wines except those that are very sweet (sweetness four or higher) c) dessert wines: contain up to twenty one percent alcohol by volume; examples include sweet white table wine, and sweet fortified wines d) sparkling wines: contain up to fourteen percent alcohol by volume; examples include dry (appetizer), medium (main course) and sweet (dessert) sparkling wines
●		5.6 identify wine producing areas within wine producing countries	●			identify common wine producing areas within the major wine producing countries as: a) France - Bordeaux, Burgundy, Rhone, Alsace, Champagne b) Germany - Rheingau, Mosel-Saar-Ruwer, Rheinhessen, Rheinpfalz c) Italy - Tuscany, Piedmont, Veneto d) Spain - Jerez, Rioja, Penedès e) United States - California, Washington, Oregon

CORE	SPECIFIC	SKILL 5: IDENTIFY ALCOHOL CLASSIFICATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		5.7 explain the Alberta Liquor Control Board sweetness scale	●			explain the Alberta Liquor Control Board sweetness scale as: a) a scale that measures the amount of residual sugar in wine, measured on a scale of one to twenty b) a very dry wine is numbered at the lower end of the scale (one) and a very sweet wine is numbered at the top of the scale (twenty)
●		5.8 list information included on the main label of wine bottle	●			list information commonly found on the main label of a wine bottle as: a) name of wine b) contents of bottle c) type of wine d) country of origin e) area of origin designation f) alcohol by volume g) grape type
●		5.9 identify common wine label types	●			identify the most common wine label types and what they indicate as follows: a) Chateau/Estate/Shipper indicates, where applicable, where grapes were grown, where wine was produced and that it was bottled on the premises b) Regional: indicates the region of origin c) Varietal: indicates the grape type used d) Generic: indicates a non-European wine named after a European region e) Brand: indicates a wine marketed by a name, registered where sold

F. BEVERAGE SERVICE

CORE	SPECIFIC	SKILL 5: IDENTIFY ALCOHOL CLASSIFICATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		5.10 define champagne terms	●			define champagne terms as follows: a) Nature: unsweetened natural state b) Brut: dry c) Extra Sec: off dry d) Sec: medium sweet e) Demi Sec: quite sweet f) Doux: very sweet
●		5.11 define distilled spirit	●			define distilled spirit as an alcoholic beverage produced by the process of distillation
●		5.12 identify categories of distilled spirits	●			identify six major categories of distilled spirits (excluding liqueurs) and their characteristics as: a) whiskeys: aged spirits distilled from the fermented mash of grain b) brandies: spirits, often aged, distilled from wine or the fermented mash of fruit c) rums: spirits distilled from the fermented mash of sugar cane juice or molasses d) tequilas and mescals: spirits, sometimes aged, distilled from the fermented juice of the blue agave plant e) gins: spirits, usually unaged, distilled from the fermented mash of cereal grains and flavored by exposing vapor to juniper berries f) vodkas: unaged spirits distilled from the fermented mash of cereal grains or potatoes and redistilled to a pure form
●		5.13 define liqueur	●			define liqueur as a distilled beverage containing at least 2.5 percent sweetener by weight

CORE	SPECIFIC	SKILL 5: IDENTIFY ALCOHOL CLASSIFICATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		5.14 identify liqueur categories and examples	●			identify major categories of liqueurs and examples of popular liqueurs and brand names within each category a) nut flavored: Frangelico, Amaretto b) fruit flavored: Creme de Cassis, Triple Sec, Grand Marnier c) herb flavored: Benedictine, B & B, Creme de Menthe d) cream flavored: Bailey's Original Irish cream, Creme de Grand Marnier e) whisky flavored: Southern Comfort, Drambuie, Irish Mist, glayva f) coffee flavored: Tia Maria, Kahlua g) chocolate flavored: Creme de Cacao, Swiss Chocolate Almond h) licorice flavored: Anisette, Sambuca, Galliano i) schnapps: Peppermint, Peach, Rootbeer, etc.
●		5.15 define aperitif	●			define aperitif as an alcoholic beverage which is consumed to stimulate, or whet, the appetite
●		5.16 identify popular aperitifs	●			identify examples of popular aperitifs as: a) Tio Pepe Sherry b) Club Amontillado Sherry c) Martini Extra Dry Vermouth d) Martini Sweet Vermouth e) Cinzano Sweet Vermouth f) Dubonnet g) Dry Sack h) Noilly Prat i) St. Raphael j) Punt e Mes

CORE	SPECIFIC	SKILL 5: IDENTIFY ALCOHOL CLASSIFICATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		5.17 identify popular after-dinner drinks	●			identify examples of popular after-dinner drinks as: a) cognac, brandy, armagnac b) sauterne c) port d) pousse cafe e) liqueurs f) sweet sherry g) sweet sparkling wine h) special coffees
●		5.18 define and interpret age label statements for cognac/armagnac	●			define and interpret the following age label statements for cognac/armagnac: a) V.S. (very superior) b) V.S.O.P. (very superior old pale) c) X.O. (extra old)
●		5.19 identify methods of making cocktails and examples	●			identify methods of making cocktails, with examples of each, as follows: a) build method: Cuba Libra, Tequila Sunrise, Bloody Caesar, Long Island Iced Tea, etc. b) stir method: Martini, Manhattan, Stinger, Rob Roy, etc. c) shake or blend method: Margarita, Grasshopper, Whisky Sour, Alexander, etc. d) layer method: Pousse Cafe, Slippery Chicken, TKO, shooters B-52, etc.
●		5.20 identify basic bar terminology	●			identify basic bar terms as follows: a) "Presbyterian" or "Press" b) "neat" or "straight" c) "on the rocks" d) "back" or "on the side" e) "double" f) "tall" g) "up" h) "setup" i) "with"

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SKILL 6: DESCRIBE DRINKING CUSTOMS

CORE	SPECIFIC		KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		6.1 identify traditional reasons for consumption of alcohol with a meal	●			identify the traditional reasons for consuming alcohol with a meal as: a) increasing appetite b) aiding digestion c) increasing enjoyment
●		6.2 identify and demonstrate knowledge of appropriate traditional alcoholic beverages served at lunch and dinner	●			identify appropriate traditional alcoholic beverages to be served: a) before lunch or dinner: cocktails, aperitifs, beer, white dry table wines, dry sparkling wines, or sherries b) with lunch or dinner: table wines, medium sparkling wines, or beer c) after lunch or dinner: liqueurs, special teas, special coffees, brandies, dessert wines, sweet sparkling wines, layered drinks
				●		demonstrate knowledge of traditional alcoholic beverages
					●	graciously assist customers in deciding suitable beverages while allowing them to choose their preference
●		6.3 describe and follow guidelines for recommending wine with food	●			describe guidelines for recommending wine with foods as follows: a) the customers' tastes preclude any other guidelines b) vinegar destroys the flavor of wine c) some foods do not blend well with wine d) light-flavored foods blend best with light-flavored and bodied wines e) full-flavored foods blend best with full-flavored and bodied wines f) dry wines are best served with foods which are not sweet g) sweeter wines are best served with sweeter foods

CORE	SPECIFIC	SKILL 6: DESCRIBE DRINKING CUSTOMS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
						The participant will:
		6.3 cont'd.				h) the type of wine used in cooking a food item would best accompany the food item
				●		follow applicable guidelines for recommending wine with food in conjunction with suggestive selling skills (see C.5.2)
					●	courteously suggests appropriate wines to accompany food orders

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SKILL 7: IDENTIFY GLASSWARE

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	The participant must:	STANDARD The participant will:
●		●			7.1 identify and use glassware most commonly used in beverage service	identify the following typical glassware: a) water glass b) all purpose wine glass c) red wine glass d) champagne flute e) champagne saucer f) old fashioned glass g) highball/tall highball glass h) sling glass i) sour glass j) fizz glass k) martini glass l) cocktail glass m) snifter n) sherry/port glass o) cordial or liqueur glass p) special - coffee glass q) beer glass r) water pitcher
			●			use glassware according to its purpose and the dictates of house policy
				●		use glassware for its intended purpose willingly
●		●			7.2 identify and demonstrate knowledge of ideal conditions for glassware used for beer	identify ideal conditions for glassware used for beer as follows: a) glassware must be clean b) glassware should be used wet and cool
			●			demonstrate knowledge of proper beer glassware use, except where establishment policy or customer requests nullify the conditions
				●		follow glassware use, policy or customer request willingly

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SKILL 7: IDENTIFY GLASSWARE

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		7.3 identify and demonstrate knowledge of ideal conditions for glassware used for special teas and coffees	●			identify ideal conditions for glassware for special teas and coffees as follows: a) glassware should be heat-tempered b) glassware should be preheated c) glassware should have a handle, or should be accompanied by a napkin
				●		demonstrate knowledge of proper special tea and coffee glassware use, except where establishment policy or customer requests nullify the conditions
					●	follow glassware use, policy and/or customers request willingly

SKILL 8: DESCRIBE ALCOHOLIC BEVERAGE SERVICE

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		8.1 identify serving temperatures for lager, ale and stout	●			state the following serving temperatures for beers: a) lager - between 4°C - 5°C (39°F - 41°F) b) ale and stout - between 10°C - 13°C (50°F - 55°F)
●		8.2 identify beer pouring techniques and pour beer, as suggested by the brewmasters	●			identify that brewmasters recommend a head of at least three cm (1-1/4 in.) which enhances the appearance of the beer and prevents carbonation from dissipating
				●		pour beer according to the brewmaster's recommendations, except where house policy dictates a different procedure or the customer requests a different method
					●	follow brewmaster's recommendations, house policy or customer request willingly
●		8.3 outline and follow procedures for presenting and pouring wine	●			outline the steps for offering and pouring wine as follows: a) in all cases, when wine is ordered by the bottle, the bottle with the cork intact shall be presented to the host or person who ordered the wine b) wine served at room temperature is opened on the table and wine served chilled is opened in an ice bucket (if ice buckets are not used, chilled wine is opened on the table) c) after opening the wine, the cork is presented to the wine host d) pour the wine host a small amount of wine for testing; after wine host's approval, serve the other guests e) serve women first, counter-clockwise around the table, then the men, also in a counter-clockwise direction f) serve the wine host last

F. BEVERAGE SERVICE

CORE	SPECIFIC	SKILL 8: DESCRIBE ALCOHOLIC BEVERAGE SERVICE	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		8.3 cont'd.				g) fill glasses one half to three quarters full, according to their shape and size, and the number of customers being served h) twist the bottle slightly at the end of each pour to prevent drips i) replace wine to coaster or ice bucket; place napkin as required j) remove cork, foil and empty wine bottle (s) from the table or ice bucket
				●		follow the procedure for offering and pouring wine, except where the established policy requires a different procedure, or the wine host requests a different method
					●	follow the outlined procedure, policy or customer request willingly
●		8.4 outline and follow the procedure for opening corked red or still-white wine	●			outline the steps for opening a corked bottle of red or still-white wine as follows: a) use a professional flat corkscrew with a knife b) after presenting the bottle, cut the capsule evenly with the knife, all the way around the bottle, just above the collar (or use pull tab) c) with a clean napkin, wipe the top of the bottle and cork d) insert the point of the corkscrew, slightly off centre, into the cork and twist, never allowing the screw to penetrate the bottom of the cork e) rest the lever on the lip of the bottle, and pull steadily f) wipe the top of the bottle with a clean napkin while the wine host inspects the cork g) leave a red wine to "breathe" if the wine host so wishes

CORE	SPECIFIC	SKILL 8: DESCRIBE ALCOHOLIC BEVERAGE SERVICE The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
		8.4 cont'd.		●		follow the procedure for opening wine as outlined, or according to house policy or the customer's wishes
					●	follow the outline procedure, house policy or wine host request willingly
●		8.5 outline and follow the procedures for opening and serving sparkling wine	●			outline the steps for opening and serving a sparkling wine as follows: a) never shake or handle roughly b) hold the bottle at a 45 degree angle, pointing it away from people and breakables c) remove foil wrapper d) apply pressure to top of cork, loosen wire cap and remove e) cover the cork and top of the bottle with a napkin, and holding the napkin and cork in one hand, twist the bottle with the other hand f) allow the pressure inside the bottle to gently ease the cork out g) continue to hold the bottle at 45 degrees for a few seconds after the cork is out h) wipe the top of the bottle with a clean napkin i) pour the wine until froth almost reaches brim of glass, then allow it to subside before continuing to pour slowly
				●		follow the procedure or house policy, or customer's request for opening and serving sparkling wine
					●	follow the outline procedure, house policy and or wine host request willingly

F. BEVERAGE SERVICE

CORE	SPECIFIC	SKILL 8: DESCRIBE ALCOHOLIC BEVERAGE SERVICE The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		8.6 identify and follow the procedures for serving a subsequent bottle of wine	●			identify procedures for serving a subsequent bottle of wine as follows: a) follow standard wine opening procedures b) offer wine taste in an appropriate clean wine glass c) remove tasting glass and empty bottles
				●		follow procedures as outlined and/or as dictated by house policy
					●	willingly follow outlined procedures and/or house policy
●		8.7 outline and follow steps for decanting wine at the customer's table	●			outline the steps for decanting wine at the customer's table as follows: a) tools needed are: candle and holder, clean napkin,clean clear-glass decanter, corkscrew b) decanting is best done on a side table or stand close to and in view of the wine host c) follow correct steps for presenting the wine d) handle the bottle with extreme care so as not to disturb the sediment e) carefully place the bottle in a wine basket f) remove all the capsule enclosing the collar of the bottle g) clean top of cork h) uncork i) pour the wine host a taste j) if wine is accepted, light the candle and carefully and slowly pour the wine into the glass decanter (the decanter is sometimes cured with a small amount of wine and then poured out); the neck of the bottle would be situated above the lighted candle so that it illuminates the neck of the bottle and sediment can be detected before it enters the decanter

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CORE	SPECIFIC	SKILL 8: DESCRIBE ALCOHOLIC BEVERAGE SERVICE	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		8.7 cont'd.				k) as soon as sediment is detected stop pouring the wine. Serve the customers from the decanter according to proper wine service procedures. The wine bottle, with the small amount of wine in the bottom, should be left on the table near and to the right of the host until a second bottle is ordered or wine service is complete
				●		follow correct decanting procedures above or according to house policy
					●	follow procedures willingly
●		8.8 describe and store wine correctly	●			describe the correct long-term storage of red and white wine as: bottles must be stored in a horizontal position in a constantly cool, still, dark, ventilated room away from foul odors
				●		correctly store red and white wine
					●	follow the recommended long term storage procedures for red and white wine willingly
●		8.9 describe and serve wine at the correct temperature	●			describe correct serving temperature as: a) most red wines at slightly less than room temperature (18°C - 20°C, 65°F - 68°F) b) white and sparkling wine are to be chilled (7°C, 45°F)
				●		serve wines at the correct temperature except when the establishment policy requires a different procedure or the customer requests a different method
					●	comply with the guidelines, policy or customer request willingly

SKILL 1: IDENTIFY REGULATIONS

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		1.1 identify safety regulations	●			identify safety regulations as: a) the employer shall ensure that each work site is kept clean and free from hazards b) the employer shall ensure that where there is a possibility that the worker's clothing could contact moving machinery parts the workers; (i) wear close-fitting clothing (ii) keep hair short or use nets, elastics, etc. (iii) avoid dangling ties, scarves, jewellery, etc. c) where a danger of a foot injury exists, the employer will ensure that the worker's footwear is appropriate to the nature of the hazard
●		1.2 outline and follow injury regulations	●			outline on-the-job injury regulations as: the employer (or supervisor) shall be notified immediately with full particulars of the incident. The employer and the employee must submit reports to the Workers Compensation Board
				●		follow Workers Compensation Board regulations
					●	comply with regulations willingly
●		1.3 state and follow fire code regulations	●			state fire code regulations as: a) fire extinguishers or sprinklers and heat/smoke detectors must be installed according to the building code b) flambé meals or drinks shall be ignited at the table, not before c) a portable fire extinguisher must be located on flame carts

CORE	SPECIFIC	SKILL 1: IDENTIFY REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		1.3 cont'd.				d) open flames (lamps, candles) shall be securely supported in non-combustible holders that inhibit accidental contact of the flame with combustible material e) corridors used by the public and access to entrance and exits shall be kept clear f) exit doors must: (i) open outward (ii) be equipped with emergency push bar (iii) not be bolted, barred or locked g) licensed capacity must not be exceeded. Maximum seating notice must be posted near main entrance h) emergency lighting must be installed and in working order i) exits and directions to exits must be clearly marked and visible from anywhere in the establishment j) fire inspectors must be allowed to inspect the establishment
				●		follow fire code regulations and report infractions to supervisor
					●	diligently follow fire regulations
●		1.4 outline and follow regulations regarding fire plans and drills	●			outline regulations regarding fire plans and drills as: in any building equipped with a fire alarm or classified as a Group A or B occupancy under the building code: a) supervisory staff shall be instructed in fire emergency procedures before being given any responsibility for fire safety b) the building fire plan must be accepted by the fire chief c) regular fire drills are necessary and a record of drills held must be kept

G. SAFETY

CORE	SPECIFIC	SKILL 1: IDENTIFY REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		1.4 cont'd.				d) every guest room must be equipped with fire safety rules along with the location and directions to the nearest exit
				●		follow regulations
					●	follow regulations willingly
●		1.5 define the Workplace Hazardous Materials Information System	●			define the Workplace Hazardous Material Information System (WHMIS) as a Canada-wide hazard communication system for sharing information about hazardous materials used at Canadian job sites
●		1.6 identify the key elements of WHMIS	●			identify the key elements of WHMIS as follows: a) labels on hazardous materials b) material safety data sheets c) worker education/instruction programs
●		1.7 outline and abide by WHMIS regulations	●			outline WHMIS regulations as: a) Canadian suppliers, including importers, of hazardous materials must provide hazard information, in the form of labels and material safety data sheets to their customers as a condition of sale b) employers must ensure that all materials covered by the system are adequately labelled at the work site and that material safety data sheets are available c) employers must educate workers so they can apply the information provided to protect their health and safety
				●		abide by the requirements of WHMIS
					●	abide by the requirements willingly

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SKILL 1: IDENTIFY REGULATIONS

CORE	SPECIFIC		KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		1.8 identify employer/worker penalties for violation of WHMIS requirements	●			identify employer/worker penalties for violation of WHMIS requirements as follows: a) first offense – $15000 fine, for a continuing offense, $1000 for each day that the offense continues or 12 months imprisonment or a combination of fine and imprisonment b) second and subsequent offenses – $30000 fine and $2000 a day for continuing offenses or 12 months imprisonment or a combination of both fine and imprisonment
●		1.9 identify the classes of hazardous materials	●			identify classes of hazardous materials as follows: a) Class A – compressed gas b) Class B – flammable and combustible material c) Class C – oxidizing material d) Class D – poisonous and infectious material e) Class E – corrosive material f) Class F – dangerously reactive material
●		1.10 outline the information included on a Material Safety Data Sheet (MSDS)	●			state the information required on Material Safety Data Sheet (MSDS) to be: a) product information b) hazardous ingredients c) physical data

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G. SAFETY

CORE	SPECIFIC	SKILL 2: STATE HOUSE POLICY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		2.1 describe and follow a typical house policy as it relates to appropriate apparel for safety	●			describe a typical house policy as it relates to appropriate apparel for safety as: a) wear only well-fitting uniforms or clothing, avoid bulky or loose clothing, wear only long sleeved shirts/blouses b) wear only closed-toe shoes with good support and non-slip soles c) keep jewellery to a minimum, avoid dangling jewellery d) ensure that long hair is controlled
				●		follow the house policy on safety apparel
					●	follow the safety apparel policy willingly
●		2.2 list and abide by typical house traffic policy	●			list important considerations in a typical house traffic policy as: a) keep to the right at all times b) always look forward when walking c) stay alert, be aware of surroundings d) do not run, remain calm e) allow customers the right of way f) use designated kitchen exit and entry door properly g) watch for purses, briefcases, etc. on floor around tables h) announce presence when approaching blind corners or passing behind co-workers
				●		abide by the traffic policy of the establishment of their employ
					●	follow the traffic policy willingly

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SKILL 2: STATE HOUSE POLICY

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		2.3 list and adhere to typical house policy for clean-up	●			list the important points of a typical house policy for clean-up as: a) it is the employee's responsibility to clean up spills and breaks as soon as possible in order to prevent accidents. For spills that involve breakage, use damp paper towels b) it is the employee's responsibility to warn others of a hazard c) in the case of a spill or breakage resulting in a slippery floor, it may be necessary to cover spills with a chair or block off the pathway d) in the case of a breakage or spill that occurs at the guest's table, immediate clean-up is required. Remove any food or beverage that could possibly contain glass or china. Keep breakage separate from other wastes to avoid injury e) inform supervisor when spillage and/or breakage occurs at guest's table
				●		adhere to the clean-up policy set by employer
					●	co-operate with all staff in cleaning up spills and breaks
●		2.4 state and follow typical house policy regarding maintenance	●			state typical house policy regarding maintenance and reporting to a supervisor the following: a) wobbly chairs and tables b) splintered or rough surfaces c) torn carpet or loose floor tiles d) inadequate or burned-out lighting e) other potential hazards
				●		follow the maintenance policy of the workplace
					●	co-operate with all staff in maintaining the workplace

ALBERTA TOURISM EDUCATION COUNCIL

G. SAFETY

CORE	SPECIFIC	SKILL 2: STATE HOUSE POLICY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		2.5 outline and participate in typical house policy on emergency evacuation procedure	●			outline components of a typical house policy on emergency evacuation as follows: a) assistance from and co-operation by all staff is essential b) remove those in immediate danger first c) evacuate customers with special needs (elderly, physically handicapped, etc.) to a predetermined area d) work quickly but calmly, be firm e) evacuate area of responsibility; check all rooms and doors f) report to and follow warden's/supervisor's and/or chief warden's instructions g) move evacuees well beyond exit doors and out of the way of emergency response personnel
				●		participate in evacuation drills as required and react accordingly in an emergency evacuation
					●	co-operation in evacuation drills
●		2.6 identify and demonstrate typical house policy regarding customer injury or illness	●			identify a typical house policy regarding customer injury or illness as follows: a) know the location of first aid kit and ensure it is fully stocked b) memorize the emergency telephone number; call when necessary; provide all requested information and lend assistance to the emergency response personnel to the best of your ability c) inform supervisor immediately d) recognize the possibility of legal implications resulting from customer injury or illness; document all details of the incident

CORE	SPECIFIC	SKILL 2: STATE HOUSE POLICY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		2.6 cont'd.				The participant will:
						e) provide assistance to the victim to the best of your ability, provided consent is given or implied by the victim
						f) be aware of the possible infectious nature of body fluids and take care to minimize risks
				●		demonstrate knowledge of procedures in a practice situation and act accordingly in an emergency
					●	remain calm in an emergency situation

ALBERTA TOURISM EDUCATION COUNCIL

G. SAFETY

CORE	SPECIFIC	SKILL 3: OUTLINE PERSONAL SAFETY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		3.1 describe and demonstrate lifting procedure	●			describe the safe lifting of heavy items as: a) squat down with firm footing b) get a firm hand-hold c) lift using your leg and thigh muscles d) keep back straight e) recruit assistance for very heavy or awkward items
				●		exhibit proper lifting technique
					●	follow procedures willingly
●		3.2 describe and follow burn prevention procedures	●			describe burn prevention procedures as follows: a) use napkins or towels when serving hot plates. Inform guests of hot plates b) always ensure a clear pathway when carrying hot items. Warn co-workers and customers when encountered c) always wear long sleeves d) do not smoke around flammable or explosive substances
				●		follow the procedures for burn prevention
					●	be careful of burn hazards
●		3.3 describe and follow procedure for electrical shock prevention	●			describe electrical shock prevention as: a) do not immerse any electric appliance in water b) do not use ungrounded electrical appliances or ungrounded extension cords c) never touch an energized electric appliance while standing in a wet area d) unplug damaged electrical equipment and report it to the supervisor e) unplug frayed cords and notify supervisor
				●		follow the procedures to prevent electrical shock
					●	use electric equipment responsibly

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 3: OUTLINE PERSONAL SAFETY

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		3.4 list and follow general personal safety considerations	●			list general personal safety considerations as follows: a) get enough rest to stay alert b) watch where you are going, think ahead c) maintain composure when busy and in emergencies d) watch for potential hazards and report them to supervisor
				●		follow general safety considerations
					●	demonstrate a professional attitude toward personal safety

ALBERTA TOURISM EDUCATION COUNCIL

G. SAFETY

SKILL 4: OUTLINE FIRE SAFETY

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		4.1 identify most frequent accidental causes of fire in the hospitality industry	●			identify most frequent causes of fire in the hospitality industry as follows: a) flash (fat or grease) b) smoking c) electrical d) chemical
●		4.2 identify where fires are likely to occur	●			identify where fires are likely to occur as: a) kitchen: in and around cooking equipment and exhaust hoods, fat and grease buildup b) guest rooms: smoking materials in and around bedding, garbage, furniture and smoking c) dining room bar: smoking materials in garbage, furniture, open candles or lamps, flambés d) electrical equipment: all areas from overloaded or short circuits and extension cords
●		4.3 identify the symbols of the common classifications of fire and list the combustible materials for each class	●			identify fire classification and symbols and list the combustible materials for each class as follows: a) Class A: triangle symbol; ordinary combustible materials like cloth, wood and paper b) Class B: square symbol; flammable liquids such as petroleum products, paints and cleaners c) Class C: circle symbol; energized electrical equipment, essentially an A or a B fire but electrical current is involved
●		4.4 identify the components of the fire triangle	●			identify the fire triangle as follows: a) oxygen b) fuel c) heat

SKILL 4: OUTLINE FIRE SAFETY

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		4.5 identify and recognize extinguishing agents and the extinguisher most effective on common types of fires	●			identify the extinguishing agents most effective on common classifications of fires as: a) Class A: water or multi-purpose dry chemical are most effective on Class A fires b) Class B: carbon dioxide, regular dry chemical and multi-purpose dry chemical are all effective on Class B fires c) Class C: carbon dioxide, regular dry chemical and multi-purpose dry chemical are all non-conductors of electricity
				●		identify portable fire extinguishers as to contents and application
					●	use fire extinguisher equipment responsibly
●		4.6 outline and demonstrate the use of a portable fire extinguisher on each of the common classifications of fire	●			describe the use of portable fire extinguishers on each of the common classifications of fire as: a) check classification of extinguisher from label b) check extinguisher is fully charged c) pull safety pin d) aim extinguisher carefully e) maintain safe but effective distance f) squeeze handle g) for Class A fires: direct stream at base of fire. Use side to side motion, soak fuel well. Break apart deep-seated fires h) for Class B fires: discharge across entire front of fire with side to side motion. Aim carefully. Keep discharging after flame is out to prevent flashback i) for Class C fires: use procedures for A or B fires accordingly. Shut off electrical current as soon as possible

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 4: OUTLINE FIRE SAFETY

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
		4.6 cont'd.		●		demonstrate correct use of a portable fire extinguisher, in a drill situation, up to but not including the pulling of the safety pin
					●	co-operate willingly
●		4.7 outline and participate in the recommended procedure for an emergency fire situation	●			outline fire procedures as: a) remove anyone in immediate danger b) ensure doors and windows are closed c) activate the fire alarm d) call the fire department e) try to control or extinguish the fire f) in an ideal situation, five persons would handle one action each g) do not attempt to control or extinguish the fire if it is too big or spread out
				●		participate in fire drills and/or attend seminars regarding fire prevention and procedures and react as above or according to the local fire authority
					●	co-operate willingly in fire drills and/or seminars regarding fire
●		4.8 state and participate in procedure for calling the fire department	●			state the procedure for calling the fire department as: a) dial the fire emergency number when the fire alarm is sounded or as fire is verified b) identify the nature of the emergency to the emergency operator (if applicable) c) give address twice d) provide any other information requested if possible and let the fire operator disconnect e) report to supervisor
				●		participate in fire procedure drills and demonstrate readiness to act accordingly in an emergency
					●	co-operate willingly

G. SAFETY

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1: OUTLINE REGULATIONS

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	The participant must:	STANDARD The participant will:
●		●			1.1 identify and follow tip reporting obligation	identify tax laws about tipping as all tips are income and as such must be reported to Revenue Canada
			●			report all tip income to Revenue Canada
				●		report all income willingly

ALBERTA TOURISM EDUCATION COUNCIL

H. MONETARY TRANSACTION SKILLS

CORE	SPECIFIC	SKILL 2: OUTLINE HOUSE POLICY The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		2.1 outline and follow typical house policies regarding monetary transactions	●			outline typical house policies regarding monetary transactions as: a) personal cheque policy b) credit card policy i) credit cards accepted ii) house limits on credit cards iii) invalid card policy c) authorization to void d) promotion authorization (gift certificate) e) insufficient funds (guest) f) house accounts
				●		follow house policy regarding monetary transactions
					●	follow house policies willingly
●		2.2 outline and follow a typical house policy regarding floats	●			outline a typical house policy regarding cash floats as follows: a) it is the employee's responsibility to carry a sufficient float b) the establishment will provide change as required
				●		follow house policy regarding floats
					●	carry sufficient float and follow policy willingly
●		2.3 define "tipping out"	●			define "tipping out" as sharing a portion of tips with support staff
●		2.4 identify the reason for tipping out	●			identify the reason for tipping out as being that all employees contribute to the hospitality experience
●		2.5 list typical tipping out policies	●			list typical tipping out policies as: a) tip pools b) percentage of ring out c) fixed amount of tip
				●		follow house policy regarding tipping out
					●	politely and honestly follow "tipping out" policy

ALBERTA TOURISM EDUCATION COUNCIL

CORE	SPECIFIC	SKILL 2: OUTLINE HOUSE POLICY	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
	●	2.6 outline and follow a typical house policy on cashing out	●			outline typical cashing out policy as: a) obtain ring out b) total sales c) separate cash sales from non-cash sales d) record non-cash sales e) total non-cash sales f) subtract non-cash sales from total sales g) prepare deposit by listing denomination of bills h) total cash deposit i) obtain required approval j) follow house policy regarding deposit procedure k) prepare required cash float
				●		demonstrate proper cash out procedure
					●	record information correctly and carefully

ALBERTA TOURISM EDUCATION COUNCIL

H. MONETARY TRANSACTION SKILLS

CORE	SPECIFIC	SKILL 3: OUTLINE CASH REGISTER SKILLS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		3.1 list terminology used in an electronic cash system	●			list terminology for an electronic cash system: a) i.d. number - pre-assigned to employee b) sign in - to enter i.d. number c) key - device server uses to enter the system d) opening guest cheque - method of starting a guest cheque e) ring in - to enter information into cash register f) modify - special instruction g) plu - price look-up h) previous balance - balance on guest cheque i) ring out/cash-out - to obtain summary of sales j) pre-set board - keyboard containing specific keys for each product and preset prices k) sign out - to exit machine
●		3.2 demonstrate the operation of a standard electronic cash register	●			operate an electronic cash register by: a) entering id number/signing in b) checking that date is correct c) opening guest cheque d) demonstrating keying procedure e) modifying an order f) doing a "void" g) stating authorization for voids h) correcting errors i) closing or cashing-out guest cheque using various types of payment methods j) signing out of machine k) replacing cash register tape l) changing cash register ribbon
				●	●	perform skills confidently and accurately

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 4: OUTLINE HANDLING CASH AND TRAVELLERS CHEQUES

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
					The participant must: / The participant will:
●		●			4.1 list and follow procedures for handling cash / list procedures for handling cash as: a) accept guest check and cash b) don't count cash at the table c) state total cash to customer d) check large bills for authenticity e) make appropriate change f) keep customer payment separate until the guest has accepted the change g) place cash and guest check with float and other sales related items
			●		handle cash accurately and correctly
				●	confidently hand cash sales
●		●			4.2 list and follow procedures for handling travellers cheques / list procedures for handling travellers cheques as follows: a) accept guest check and travellers cheque(s) b) ensure acceptance of cheque brand c) confirm correct total and currency of travellers cheque(s) d) confirm validation of travellers cheque(s) e) obtain required identification for travellers cheque f) ensure location of establishment is written on the cheque g) make appropriate change h) place travellers cheque(s) with float and other sales-related items
			●		handle travellers cheques accurately and correctly
				●	politely accept and process travellers cheques

H. MONETARY TRANSACTION SKILLS

CORE	SPECIFIC	SKILL 5: OUTLINE HANDLING CREDIT CARDS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		5.1 list and follow procedures for credit card purchases	●			list procedures for credit card purchases as: a) accept guest check and credit card b) ensure card type is accepted c) check card expiry date d) check for signature on back of card e) run card and charge slip through imprinter f) check that all copies of charge slip are clearly imprinted g) check card with cancellation bulletins h) receive authorization where necessary i) fill in charge slip with: i) date ii) bill number iii) clerk initials iv) amount of check v) authorization number, if required j) return guest check and charge slip and refer to the customer by surname, request signature k) compare signatures on card and charge slip l) return credit card and customer copy of charge slip to customer m) place "hard copy" of charge slip and guest check with float and other sales-related items
				●		handle credit payments accurately and correctly
					●	politely process credit card payments

CORE	SPECIFIC	SKILL 1: IDENTIFY EMPLOYER REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		1.1 describe the scope and objectives of the Employment Standards Act	●			state the scope and objectives of the Employment Standards Act as: the legislated regulations governing minimum employment requirements. All employees except those listed under the exemption regulation are protected by the Act. If a collective agreement provides for an employee to receive wages, overtime pay, entitlements or parental benefits greater than those provided for in the employment standards act, the employer shall provide those benefits
	●	1.2 list important parts of the statement of employment given at the end of each pay period	●			list important parts of the statement of employment as: a) period covered by statement b) regular hours of work c) overtime hours of work d) wage rate e) general holiday payment f) amount and purpose of each deduction
	●	1.3 identify employment standards concerning payment of wages	●			identify employment standards concerning payment of wages to be: a) wages shall be paid by an employer for an interval period that does not exceed one month b) the employer shall pay out wages, overtime wages and other entitlements for the pay period within ten days after the end of each pay period c) the employer may deduct, from the total wages, overtime pay and entitlements, any sum of money permitted or required to be deducted by an act or that the employee personally authorized (in writing)

ALBERTA TOURISM EDUCATION COUNCIL

I. EMPLOYMENT STANDARDS

CORE	SPECIFIC	SKILL 1: IDENTIFY EMPLOYER REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		1.3 cont'd.				d) the employer shall not deduct from the wages, overtime pay or entitlement of an employee a sum for i) faulty workmanship ii) cash shortages or loss of property if an individual other than the employee has access to the cash or property
●		1.4 list the six most important employment standards regarding hours of work and overtime	●			list the six most important employment standards regarding hours of work and overtime as follows: a) no employer shall require or permit an employee to work for more than eight hours in a day or 44 hours in a week, unless the employer pays at a rate of one and 1.5 times the employees wages b) an employee or group of employees may agree, in writing, to take time off wholly or partly in place of overtime pay c) hours of work and overtime regulations do not apply to an employee employed **entirely** in a supervisory or managerial capacity d) an employer shall allow employees a least one day of rest each week or two consecutive days of rest in two weeks or three consecutive days of rest in three weeks or four consecutive days of rest in four weeks e) every employer shall notify employees of the time at which each shift begins and ends by posting notices where they can be seen by the employees. An employee will not be required to change shifts without at least 24 hours notice and eight hours of rest between shifts

CORE	SPECIFIC	SKILL 1: IDENTIFY EMPLOYER REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		1.4 cont'd.				f) an employer shall grant each employee a paid or unpaid rest period of at least a half hour during each shift in excess of five consecutive hours unless the director of the employment standards branch of Alberta Labour issues a permit authorizing an exemption from this section
●		1.5 list the two most important regulations regarding vacations and vacation pay	●			list the two most important regulations regarding vacations and vacation pay as follows: a) an employer shall give each employee an annual paid vacation of at least two weeks after each full year of employment. After five consecutive years the annual paid vacation will be no less than three weeks b) the vacation money payable to an employee entitled to two weeks of vacation is equal to four per cent of the employee's wages for the year. An employee who is entitled to three weeks of vacation is due six per cent of the earned wages for the year
●		1.6 a) list all "general holidays"	●			a) list all "general holidays" as follows: i) New Year's Day ii) Family Day iii) Good Friday iv) Victoria Day v) Canada Day vi) Heritage Day vii) Labour Day viii) Thanksgiving Day ix) Remembrance Day x) Christmas Day

I. EMPLOYMENT STANDARDS

CORE	SPECIFIC	SKILL 1: IDENTIFY EMPLOYER REGULATIONS The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		1.6 cont'd. b) identify entitlement of an employee who qualifies for general holiday pay	●			b) identify the rate of entitlement of an employee who qualifies for general holiday pay as 1.5 times the hourly wage of the employee plus the average daily wage of the employee
●		c) outline the criteria for payment of general holiday pay	●			c) outline the criteria for payment of general holiday pay as: The employee: i) has worked more than 30 days during the preceding 12 months ii) must work on a general holiday when required or scheduled to do so iii) must work the last scheduled shift before a general holiday and the first scheduled shift after a general holiday unless the employer consents iv) if the holiday falls on a regular day of work for the employee but the employee is not required to work, the employer must pay a sum to the average daily wage of the employee v) if the holiday falls on a regular day of work for the employee and the employee is required to work, the employer must pay a rate of 1.5 times the employee's normal rate of pay for all of the hours worked. In addition, the employer must pay either a sum at least equal to the average daily wage of the employee or provide one paid day off to be taken no later than the employee's next annual vacation vi) if the holiday falls on a day that is not a regular day of work for the employee and the employee is not required to work, the

CORE	SPECIFIC	SKILL 1: IDENTIFY EMPLOYER REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
		1.6 cont'd.				employer is not required to pay any wages vii) if the holiday falls on a day that is not a regular day of work for the employee and the employee is required to work, the employer must pay 1.5 times the employee's normal rate of pay for hours worked
●		1.7 describe employment standards concerning termination of employment	●			describe employment standards concerning termination of employment as: a) no employer shall terminate the employment of an employee unless he gives the employee: i) notice of termination in accordance with the regulations ii) a sum of money in place of notice of termination iii) a combination of i) and ii) b) no notice of termination or money in place of notice is required if: i) the employee has been employed for three months or less ii) the employee is temporarily laid off iii) the employment is seasonal iv) the employee is terminated for just cause such as theft, absence without notification

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1: IDENTIFY EMPLOYER REGULATIONS

CORE	SPECIFIC	The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		1.8 state the relevant human rights code of conduct regarding equal pay and sexual harassment	●			state the relevant human rights code of conduct regarding equal pay and sexual harassment as: no employer shall: a) employ a female for any work at a rate of pay less than the rate of pay at which a male is employed by that employer for similar work in the same establishment b) employ a male for any work at a rate of pay less than the rate of pay at which a female is employed by that employer for similar work in the same establishment c) initiate, promote or allow sexual harassment to occur in the work environment

CORE	SPECIFIC	SKILL 2: IDENTIFY EMPLOYEE REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		2.1 outline minimum wage employment standards	●			outline important employment standards regarding minimum wages as: a) minimum wage is $4.50/hr to a person 18 years of age or older and $4/hr to a person under 18 who attends school and is employed outside of school hours, on weekends, vacations or days the school is closed b) the minimum entitlement for hours of work is three hours payment at minimum wage c) maximum deductions for employer-supplied board and lodging are: i) $1.50 per meal, not to be charged if not consumed ii) $2 a day for lodging
●		2.2 identify and abide by the grievance procedures involving possible non-compliance with the Employment Standards Act	●			identify the grievance procedure against the employer involving possible non-compliance with the Employment Standards Act as: a) the employee will first approach the employer regarding the grievance b) if the employer-employee discussion does not resolve the conflict, the employee may contact the employment standards branch of Alberta Labour to give full details of the grievance c) if the grievance is deemed legitimate the employment standards branch will act accordingly
				●		follow the grievance procedure and abide by the outcome of the procedure
					●	seeks to resolve conflict in good faith and according to procedure

I. EMPLOYMENT STANDARDS

CORE	SPECIFIC	SKILL 2: IDENTIFY EMPLOYEE REGULATIONS	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD
		The participant must:				The participant will:
●		2.3 define and abide by the most important standards governing an overtime agreement	●			define the most important standards governing an overtime agreement as: a) time-off-with-pay means that for each hour of overtime worked by the employee, the employer shall provide one hour of paid time off at the regular rate of pay at the time the overtime was incurred b) if time-off-with-pay is not taken in accordance with the agreement, the employee shall be paid at the overtime rate for all the overtime hours worked c) time off in place of overtime shall be provided, taken and paid to the employee within three months of the end of the pay period in which it was earned d) the agreement may not be amended or terminated by the employer or the employee without written notice at least one month in advance
				●		adhere to an overtime agreement that is in accordance with the employment standards act and is signed by the employee
					●	adhere to an overtime agreement willingly

SKILL 2: IDENTIFY EMPLOYEE REGULATIONS

CORE	SPECIFIC	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	The participant must:	STANDARD The participant will:
●		●			2.4 identify and abide by the most important employment standards concerning "notice of termination by the employee" and identify the consequence of non-compliance	identify the significant employment standards concerning the "notice of termination by the employee" and the consequence of non-compliance as: a) an employee shall give the employer written notice of the intention to terminate at least one week in advance of termination if employed more than three months and two weeks in advance of termination if employed for more than two years b) the employment standards concerning the "notice of termination by employee" do not apply where: i) employment is terminated because the employee's personal health or safety would be in danger if employment were continued ii) the employee terminates because of a reduction in wage rate, overtime rate or entitlements c) if employment is terminated by the employee **without** notice the employer shall pay the wages, overtime pay and entitlements due on the first scheduled payday after 10 days from the date of termination
			●			adhere to the employment standards concerning the "notice of termination by the employee"
				●		adhere to "notice of termination" standards willingly

I. EMPLOYMENT STANDARDS

CORE	SPECIFIC	SKILL 3: IDENTIFY HOUSE POLICY The participant must:	KNOWLEDGE	PERFORMANCE	ATTITUDINAL	STANDARD The participant will:
●		3.1 a) define apparel policy	●			a) define apparel policy as the written standards of dress for employees
		b) state the objectives of an apparel policy				b) identify the objective of an apparel policy to be the projection of a professional image
		c) identify areas covered by an apparel policy and abide by the apparel policy				c) list the areas most commonly covered by an apparel policy as: i) clothing requirements which may or may not include a returnable uniform deposit ii) hair requirements or prohibitations iii) jewellery and/or accessories
				●		adhere to the apparel policy
					●	adhere willingly
●		3.2 describe a typical house policy regarding employment standards and abide by the policies	●			describe a typical house policy regarding employment standards as: a) policy regarding the payment of gratuities by cheque b) coffee break policy c) dinner break policy and staff meal policy d) overtime policy e) scheduling policy f) shift change policy g) annual holiday policy
				●		adhere to all documented house polices
					●	adhere willingly

ALBERTA TOURISM EDUCATION COUNCIL

▼ Glossary of Terms Used in the Food and Beverage Server Standards

Alberta Liquor Control Board (ALCB) -	the organization in Alberta that governs the sale of alcoholic beverages and enforces the Liquor Control Act
aromatized wine -	wine to which flavourings have been added eg. vermouth
authorization -	(i) a supervisor's approval of an action that is outside the employee's normal area of responsibility (ii) an approval of a purchase by a credit card company
brewmaster -	the head beer maker at a brewery
bus pan -	a plastic container with handles, used to carry soiled dishes etc.
capsule (wine) -	the plastic or metal collar on the top of wine bottles
cashing out -	the act of counting and adding cash and charges etc. at the end of a shift
charge slip -	the form used to imprint credit cards on
condiments -	salt and pepper, sugar, creamers, relishes, etc.
course -	an individual dish that is a part of a meal
cover -	(i) a table setting (ii) the number of restaurant customers that have been served over the course of a meal period; eg. 200 covers were served over the lunch hour
entitlements -	vacation pay, general holiday pay, and pay in place of notice of termination of employment
establishment -	the business where the participant is employed
faulty workmanship -	breakage (eg. dropping a tray of plates) and anything else that applies to quality of work
flambé -	a French term meaning flamed. Refers to setting food and beverages on fire using an alcohol base
float -	the sum of money used by a food and beverage server to make change for customers and/or the sum of money kept on hand by the business for the same purpose
fortified wine -	a wine that has distilled grape spirit added to it; eg. port, sherry
general holiday -	any day designated in the Alberta Employment Standards as a general holiday, often referred to as a statutory holiday
gratuity -	money given in appreciation of services rendered. A gratuity can be in the form of cash, an amount entered on a charge slip, or an amount added to a guest cheque or a contract. Commonly called a "tip"

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GLOSSARY OF TERMS CONT'D.

guest check -	the record of charges for food, beverages and perhaps gratuities that is presented to a customer for payment by the customer
House policy -	documented rules and procedures for the operation of an individual business
intoxicated -	a loss of control in a person caused by drinking alcohol to excess or by some other drug, or a combination of alcohol and other drugs
last call -	the time when the last orders are received at the bar before liquor service is required to cease
licensed premises -	a business that is licensed by the Alberta Liquor Control Board for the sale of alcoholic beverages
Liquor Control Act -	the law that governs the sale of alcohol in Alberta
monetary transaction-	any exchange of money or credit
pick up -	1) a common phrase used by a server when ordering from the kitchen. Indicates that the customer/server is ready for the next course (usually main course) 2) used by kitchen and bar personnel to indicate an order is ready
point-of-sale system -	a cash register or computer or any business machine used to record sales
section -	a group of dining room tables and chairs assigned to a server
side duty -	an extra (usually related) duty or task assigned to an employee
sidestand -	a cabinet/service area in a dining room used for the storage of clean tableware, dirty tableware, linen, coffee warmers, condiments etc.
single-use disposable -	a wiper, napkin, utensil or container that is intended to be used only once and then discarded
sparkling wine -	a wine that contains carbon dioxide
still wine -	a wine that does not contain carbon dioxide
table wine -	a still wine that is traditionally consumed with food
tableware -	cups,saucers, sideplates, cutlery, etc.
tip -	see gratuity
tip tray -	a small plastic tray used for presenting guest checks